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INTER-CONFESSIONAL TRANSLATION

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PREFACE

There are, in the market to-day, many books on English Composition. We have been using some of these books in our composition classes; but we have found them either too stiff or too discursive and loose to be of much use or help to the really weak students. Somehow, in the intermediate composition classes in our colleges there are some such students as present a peculiarly difficult problem to the teacher. The usual work done in the class-room is a little beyond their grasp; and individual attention, which, in fact, is their need, is impossible in big classes. Nor can you let them alone, for in that case they become a burden upon your conscience. We have had an intimate experience with a large number of such students, and it is for them that this book has been specially designed. This is, perhaps, its only justification.

We have, throughout, endeavoured to keep the weak students in view; but, instead of doing all things for him, as some books do, we have given him a large scope for independent work.

What our students require more than anything else is practice in writing. We have, therefore, given copious exercises at the end of every chapter with the object of furnishing the teachers of English with classwork enough for two years for their pupils.

We consulted the well-known standard works in the preparation of this book. We take this opportunity of acknowledging our indebtedness to them. Wherever we have used an extract from a book, we have acknowledged its authorship at the end of the quotation.

S. S. Bhatia.

S. A. Rashid.

G. D. Kapur.

January 1935.

the best

of the day

in which we

were born

and in which

we live

and die

and in which

we are buried

and in which

we are resurrected

and in which

we are glorified

and in which

we are saved

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we are damned

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CONTENTS

CHAPTER		PAGE
1. Introductory.	...	1
2. Important Rules of Grammar.	...	5
3. Correct Usage of Noun, Pronoun, Adjective Adverb, Verb, and Preposition etc., etc.	...	21
4. An Important Chapter on Corrections with exercises.	...	63
5. Punctuation—where to use semi-colon— colon—Interrogative mark, inverted comma, —dash, apostrophe, capital letters etc.	...	83
6. English idioms part A & B.	...	99
7. Story Writing. (a) A character in your story should be consistent throughout.	...	152
(b) Some points to remember.	...	154
(c) Exercises.	...	155
(d) A guilty conscience.	...	160
8. Letter Writing.	...	161
9. Paraphrasing. (a) Why Paraphrase.	...	166
(b) How to Paraphrase.	...	204
(c) Some cautions about paraphrase.	...	204
(d) Figures of Speech.	...	205
(e) Paraphrase of poetry.	...	208
(f) Examples of Paraphrase.	...	210
(g) Points to be noted.	...	210
(h) Paraphrase.	...	211
(i) Hints and exercises.	...	213
	...	215

Paragraph Writing.	
(a) Length of paragraph.	... 234
(b) Exercises.	... 236
(c) Writing of single paragraphs.	... 240
(d) Specimen of paragraph writing.	... 241
(e) Examples.	... 242
(f) Exercises.	... 245
11. Summarising or Precis-writing of Unseen Passages.	... 248
(a) Why and how to summarise.	... 248
(b) How to give a Heading to a passage.	... 254
12. Essay-Writing.	... 275
(a) Unity and Emphasis.	... 275
(b) Coherence and Sincerity.	... 276
(c) Examples.	... 277
(d) Subject for Essays.	... 300
13. Translation.	... 301
(a) Vocabulary.	
(b) The Punjab University Papers.	... 315
(c) Proverbs and Expressions.	... 319

INTRODUCTION

Translation is a difficult task. Not every one can be a good translator. But this should not discourage any one; we can, if we try, make a fair attempt. The pity is that we do not really try. This is perhaps the reason why most of our students fail to translate well. In fact, they are not very serious about this branch of study, which alone can give us precision and insight into a language. They write essays, stories, letters, etc.; but very few, we are afraid, sit down to translate a piece of vernacular into English.

While translating we must be careful of the words we use. The main object of translation is that the meaning of the original should be clear to the person into whose language we are translating it. That is, we should carefully observe that our translation of the vernacular into English conveys the same sense to an Englishman as the vernacular conveys to us. Every word has its shade of meaning and associations and in translation we should particularly be careful to choose the exact word. Take for instance this sentence: **وہ باہر آئیں پر سپر کو کیا**. Our Intermediate students know about two or three words, for **سپر**: walk, stroll, ramble. Not caring to know that these English words mean "سپر on foot" (**پیدل سپر**) a student translated the sentence as "He has gone out for a walk on a cycle." Another student to look a little more smart translated it as "He is out on a cycle-stroll." Clearly enough these translations are wrong. Take another example: the students were asked to translate (**اسے** **عطا کی سے پڑی توہین اٹھ لی اور میرے کنخ پر درا شر انداز**). The expression was translated **شامندہ سا ہو گیا**.

as " was ashamed ", " was humiliated," " felt crestfallen." If you consider carefully you will find that 'ashamed', 'humiliated,' etc., do not convey the meaning of the vernacular expression. But the word 'ashamed' comes nearest to the meaning, since 'shame', etc., can be used only when there is a consciousness of guilt. In a house examination the following sentence was set for translation.—
 بُرْدگی ہاؤس کے (نوں مدد زور دھوتے جاتے ہیں)
 Most of the translations were very funny. We give below some of them:

- (1) The servants of the hostel are being turned very restive.
- (2) The servants of the boarding house are taking force day by day.
- (3) The servants of the boarding house are becoming arrogant.
- (4) The servants of the boarding house are generally imperious.
- (5) The servants of the boarding house are becoming faithless.

We may quote hundreds of such translations. But these few will do to show that even in this simplest matter of the choice of words the students make innumerable mistakes. All the examples above are the result of the concern of students to appear novel or learned or elegant. The inexactness in expression further arises from the fact that they take too much liberty with the original. To attempt **fineness** in expression they ignore the sense of the original. It should be borne in mind that affection does not bring elegance and force. It is simplicity and correctness which bring naturalness. The sentence above may be translated as 'The servants of the boarding house are growing headstrong.'

Most of the mistakes in translation are due to inadequate knowledge of English grammar, especially the sequence of tenses. For example, the following sentence:—**(میں نے ۱۹۳۳ء میں بی اے بی ایکسائز پاس کیا۔)** is generally translated 'I have passed the B. A. Examination in 1933.' It should be translated; 'I passed the B. A. Examination in 1933. Take another example, **(میں کل دہلی سے آپ۔)** It was translated by a student as 'I have come from Delhi yesterday.' It should be: 'I came from Delhi yesterday.' Again, the following sentence:—**(اگر آپ مجھے اپنی سفرو کار میں نہ لاتے تو میں آدھی رات کو اپنے گھر پہنچتا۔)** was translated as, 'If you had not given me a lift in your car, I would reach home at mid-night.' It should be translated as, 'If you had....., I would have reached home at midnight.' The students should make themselves familiar with the different forms of tenses of the English Grammar.

Apart from these faults in translation, our students disregard the idiom of the English Language. It is difficult to define idiom ; it is the peculiar way of putting things in a language. The idiom of one language is different from that of the other, therefore the translation of one language into the other may be grammatically correct but idiomatically incorrect. For instance, in a book of translation exercises for the Intermediate students we come across the sentence;—**(رہا ہے جیسا کہ جانے کے لیے سب سے پہلے کوئی کام نہیں کر سکتا۔)** It is translated in the vocabulary as 'we earn *with the sweat of the brow*.' For all purposes of expressing the meanings, this rendering will do ; but it is incorrect because it is unidiomatic. We say 'by or in the sweat of one's brow' never '*with the sweat of one's brow*.' Take another illustration from a book of Intermediate Translation Exercises, where **(سغید جھوٹ۔)** which in our idiom means 'a lie out and out'

or "an utter falsehood" is translated as a 'white lie'. In the English idiom 'white lie' does not mean 'an utter lie'. It means 'an innocent, unmalicious untruth, told with a motive.' So (غیہت جو ت) cannot be idiomatically translated as 'a white lie,' but as 'a down-right lie' or in some cases 'a brazen-faced lie, 'an impudent lie.' It may be that this 'white lie' as the translation of (سفید جو ت) has become very common among us, still we must bear in mind the beautiful meaning of this English idiom, and keep it for the delicate and harmless purpose for which it is meant.

This point of idiom is so very important that we cannot safely ignore it. Let us take another illustration, (اُنگل کسی کے کھلے کی تار، ہتوڑی). To translate the (tar rakhti hai) into English we have two expressions to choose from, 'to have an eye upon,' and 'to keep an eye to'. One requires the help of a good dictionary to find which expression will render the exact meaning. The commonly used translation 'to have an eye upon' is idiomatically incorrect, though grammatically faultless.

The same expression (tar) in another context, as (مکاری کی دماغی کو تار کیا) will be translated as 'the cock perceived the cunning of the fox' or 'the cock saw through the cunning of the fox.' A certain author has translated (تار کیا) as 'understood' which word obviously does not convey the sense and spirit of the original.

That the idiom of the English language is sometimes ignored unconsciously even by some of the most-educated persons will be clear enough from the following example, taken from a book of translation exercises. بک بک نہ کرو ادمی بن جاؤ اور زبان سندھیں۔ This sentence is translated in the book as : 'Don't

whimper, be a man and hold your tongue.' This translation is altogether incorrect. In the first place 'whimper' has not the slightest relation to (بک بک) and in the second place 'be a man', for (آدمی بن جاؤ) is too slavishly literal. In the context 'behave' for this expression seems to be a more suitable word. Another sentence from a book, جب میں نے (اُس کو مہے پر سنائیں تو خصہ میں آئے سے باہر ہو گیا).

The expression (مہے پر سنائیں) has been translated in the vocabulary as 'had a face to face talk' Now (سنا کریں) means something different from what the English expression 'face to face talk' conveys. (مہے پر دیکھا کریں) has the sense of saying hard things to one's face.

The upshot is that we must be very careful in translating from one language into another. 'A translator may be a traitor' as a learned professor of English has remarked, but with moderate care we might escape this charge. It is not impossible to bring the flavour of the original into the translation, provided we observe the rules of grammar and understand the idiom of the two languages concerned.



INTRODUCTION

Language is a means to express our thoughts to other men. The force of our expression depends upon the words we use. If we are slovenly in the choice of words we shall not be able to make ourselves clear ; and, after all, the main object of speech is to make ourselves clear to others. Hence a rigid care in the selection of words is supremely necessary.

Words may take two forms. They may form into poetry and be a means of expression of the poet's deepest thoughts and most exalted emotions. There is a natural harmony between impassioned feeling and poetry. Or they may form into prose, the speech of our every day life.

Prose seems easy ; but in reality it is not so. There is good prose and bad prose, as there is good poetry and bad poetry. The writing or speaking of good prose requires a great labour. It demands an exact understanding of words. Merely a large *number* of words at one's command does not make one a good writer. A knowledge of the sounds of words and the finest shades of their meanings is essential. This does not mean that a large and varied vocabulary is immaterial. In fact such a vocabulary is indispensable to good writing. What is immaterial, and likely to prove dangerous, is an indiscriminate collection of words. For an indiscriminate use of words tends to obscure rather than clear up the meaning. Take, for example, this group of words which seem to bear indentical meaning : 'take', 'get', 'acquire', 'achieve', 'attain'. Sometime they are so used as if one word could be substituted for another without making any difference in the sense. When we come to study them in different contexts we shall find that they have distinct meanings.

To know these meanings clearly requires hard labour. A dictionary does not help much in this task. For example, a dictionary gives the meaning of 'hinder' as 'obstruct' or "impede". For all off-hand purposes it is correct; but, accurately speaking, these words have distinct shades of their own. 'Hinder' has the sense of checking before hand, 'obstruct' that of putting obstacles in the way, and 'impede' that of not letting a *thing* move. We cannot, therefore, depend *altogether* upon a dictionary, though we cannot do without it either. We must acquire a feeling for these words; and this feeling comes from a long and frequent contact with them in the writings of those who are born to the language in which they occur.

This applies to the study of every tongue, foreign as well as our own. In the case of a foreign tongue like English which has enriched its vocabulary from all sources, foreign or native, a careful, discriminating study is most necessary. Students often use 'peaceful, calm, quiet, tranquil' vaguely. Since they are what they call synonyms they think they can use them as they like. But it must be borne in mind that no words in the English language have exactly the same meaning; there is always some difference howsoever slight. 'Consequence' and 'result' are generally grouped as synonyms. Are they really synonymous? Let us substitute one word for the other in the sentence, "one must bear the consequences of one's actions," and you will find out the absurdity for yourself. It is clear, therefore, that every word has a distinct meaning; and the art of good writing rests upon a definite understanding of the meanings of individual words as they occur in combination with other words in a sentence.

To be able to write correct English should be within the reach of all of us. Students are apt to think that long, learned words lend dignity to their style.

This is a mistake and must be avoided. It is not safe to use those words which we have not read in a context. To take a word from a dictionary and use it simply because it looks dignified and seems to carry the sense we want to convey to others, is a deplorable way of writing a foreign language. The rule that we should follow is that we should choose the word the meaning of which is clear to us.

Further, we should choose the word that expresses exactly our meaning. For example, take the words 'see', 'look', 'observe'. We should know their meanings clearly and the choose according to our sense.

One safe way to avoid mistakes is to express your thoughts in the simplest and briefest manner possible. Take, for example, the following sentence.

"At the sight of such a heinous deed the depths of my soul were stirred and my whole bodily frame was set into a tremor."

The meaning of this sentence can be adequately expressed in this simple sentence ; "I was shocked at such an evil act and began to tremble". Or take another sentence : "when I went to see Ram Dhan he was submerged in deep meditations." We can express this thought just as well by saying, "when I went to see Ram Dhan, I found him thinking." It is in your interests to avoid verbosity and circumlocution.

A common fault among students is that they use more than one word with the same meaning to express an idea. For example : "smoking is highly injurious and harmful"; "He is an impartial and unbiased judge." Always choose the proper word and make no repetition.

Besides good vocabulary, the knowledge of English Grammar is necessary. It helps us in assigning the

exact position to different words. Mere placing of words on the paper does not convey any sense. It is only when words are marshalled in their proper order that we get the sensible sentences. Let us study the following sentences in which words are used, irrespective of the principles of Grammer. And even though the words are well-chosen, yet in these sentences they create confusion.

1. The table cost ten rupees on which he placed his books.
2. "A piano for sale by a lady about to cross the channel in an oak case with carved legs."
3. Please excuse Niaz, who stole away these books to oblige his father.
4. "He saw many dead soldiers riding across the battle-field."

Arranged properly, the sentences given above, will run thus :—

1. The table on which he placed his books cost ten rupees.
2. "For sale, by a lady about to cross the channel, a piano in an oak case with carved legs."
3. To oblige his father, please excuse Niaz who stole away these books.
4. "Riding across the battle-field, he saw many dead soldiers."

We can, thus, well imagine the importance of grammar in the writing of English.

CHAPTER I.

This chapter gives the important rules of Grammar which are of every-day use. Students often neglect these rules and thus give rise to various ridiculous expressions. But in these few pages the rules are given in a very concise and clear way so that the students may grasp them without any difficulty.

Rule 1. A verb and a subject must agree with each other in number and person. The singular subjects always take the singular verbs and the plural nominatives are followed by the plural verbs. For example, he walks ; they move ; we study ; thou readest.

In this connection read the following correct sentences.

- (i) *I love* playing.
- (ii) *You are* a fool.
- (iii) *We are* close friends.
- (iv) *He comes* often to see me.
- (v) *They read* in the school.
- (vi) The *number* of students in our college *is* very small.
- (vii) 'A clear and approving conscience *makes* an easy mind.'

Exercises to be corrected.

- (i) His conduct in and outside the class-room entitle him to a great praise.

- (ii) Constant *repetition* of ideas dull the memory.
- (iii) A bunch of flowers are hanging upon the tree.
- (iv) 'Frequent commission of crimes harden the heart.'
- (v) Nothing but vain pleasures delight him.
- (vi) There remains three fields still uncultivated.
- (vii) A variety of beautiful objects please the onlookers.

Hints :—In the above there are examples of 'wrong attraction.' One of them is 'A variety of beautiful objects please the onlookers.' Here the verb *please* is wrongly attracted by the word *objects*. But in reality the verb *please* should agree with the noun 'A variety' and should be in the singular. Hence the correct sentence would be

A variety of beautiful objects pleases the onlookers.

Keeping in view this sentence correct all the sentences of the above exercise.

Rule II. Two or more singular nominatives joined by 'And' require a verb in the plural. For example, Ram and Sham are good boys; Faith, hope and charity rule this world.

Read the following correct sentences very carefully.

- (i) A man and a dog are seen here.
- (ii) Mangoes, grapes and apples are the names of different kinds of fruit.

(iii) A Health Officer and a Sanitary Inspector are visiting the city.

Exercises to be corrected.

- (i) He and I meets him.
- (ii) Life and death is not controlled by science.
- (iii) Abusive language and violent temper leads to quarrel.
- (iv) Love and hatred seems to exist every-where.

Rule III. Two or more singular nominatives separated by *Or* or *Nor*, require a verb in the singular.

Read the following correct sentences.

- (i) Pen or pencil is needed here.
- (ii) Intemperance or luxury causes immediate breakdown of health.
- (iii) A painter or a poet is not allowed to be a member of this society.
- (iv) Neither the crow nor the sparrow sings.
- (v) Neither Mohan nor Sohan is able to solve this question.
- (vi) Either the husband or the wife is lucky.

Exercises to be corrected.

- (i) A man or a beast are not found in the forest.
- (ii) Either a donkey or a horse are required for this load.
- (iii) Neither he nor she seem to be happy at this.
- (iv) Neither the president nor the clerk understand this statement.
- (v) Neither good nor bad have influence upon the life of the beasts.

- (vi) It must be admitted that a Satire or an Elegy do not form the chief sections of poetry.
- (vii) 'Man is not such a machine as a clock or a watch which move merely as they are moved.' (Its correct form is:—*Man is not such a machine as a clock or a watch which moves merely as it is moved.*)
- (viii) Neither you nor he are idle. (It should be—*Neither you nor he is idle.*)
- (ix) Neither you nor I are to blame. (It should be—*Neither you nor I am to blame.*)

Note:—The (viii) and (ix) above are governed by this rule—When there are two singular nominatives of different persons separated by Nor, the verb agrees with the nearest nominative, that is with the last.

Rule iv. *As well as* states a sort of comparison. It does not join two nominatives into one, as *And* does. When two nominatives, whether singular or plural, are joined by *as well as*, the verb agrees with the first nominative. For example,

- (i) Rama as well as Krishan was eloquent.
- (ii) Forces as well as the general were routed.
- (iii) I as well as you am to blame.
- (iv) He as well as I is hopeful.
- (v) You as well as he are at a loss to understand this book.

Exercises to be corrected.

- (i) He as well as I ^{am} coming.
- (ii) I as well as he ^{am} sorry for what I have done

- (iii) Poets as well as painters belong^s to one class.
- (iv) A group of men as well as that of ladies were present in the last meeting.
- (v) Light as well as heat are the characteristics of the sun.

Rule v. When a singular nominative and a plural nominative are separated by *Nor*, the verb agrees with the plural nominative which is placed nearest the verb. That is, the first nominative should be singular; the plural nominative should come next to it. For example,

- (i) Neither misery nor riches have any adverse effect upon a man of strong will.
- (ii) Neither the engine-driver nor the firemen were saved from the fire-ablaze.
- (iii) Neither the principal nor the students know the change in the time-table.
- (iv) The place is so desolate that neither man nor birds are to be found here.
- (v) Neither the man nor his parents have done any thing wrong.

Exercises to be corrected.

- (i) Neither he nor they has the knowledge of it.
- (ii) Neither the hardships of his life nor the ingratitudo^e of his friend has any bad effect upon him.
- (iii) Neither the ministers nor the king attend the Parliament.
- (iv) Neither the tutor nor the students takes delight in music.

- (v) Neither the customers nor the shopkeeper are honest. (It should be—*Neither the shopkeeper nor the customers are honest.*)
- (vi) Neither the customers nor the shopkeeper is honest. (It should be—*Neither the shopkeeper nor the customers are honest.*)

Rule vi. When the present participle is used as a noun, *the* is generally placed before it and *of* is placed after it. For example,

- (i) The preparing of sound material requires much time.
- (ii) Your cries are drowned by the rising of the waves.
- (iii) I get up with the rising of the sun.
- (iv) It is the ringing of the bell that reminds us of the college time.

Exercises to be corrected.

- (i) Observing of these rules lead to happy life.
- (ii) ~~The~~ Betraying of a trust often results in enmity between two friends.
- (iii) It is ~~the~~ dismissing of a servant that has caused all this trouble.
- (iv) Managing of this estate requires the greatest possible skill.
- (v) ~~The~~ Reading of the secret document is not allowed here. (It should be—'The reading of the secret document is not allowed here.' In the same way the above four sentences are to be corrected.)

(vi) Neglecting of our navy will be disastrous to our interests.

Rule VII. Pronouns should always agree in gender, number, and person, with the nouns for which they stand. For example,

- (i) They have *their* cows.
- (ii) She reads *her* books.
- (iii) You go to *your* house.
- (iv) The tree has *its* branches hanging on all sides.
- (v) Every man is responsible for *his* actions.

Exercises to be corrected.

- (i) If the girl is illiterate, he will not understand books.
- (ii) The boy accompanied her mother who was carrying a bundle of clothes on his head.
- (iii) Why should you throw away this shoe, she is still serviceable.
- (iv) When they all came to see me, he were all bare-headed.
- (v) Everyone should take care of their own property.
- (vi) It is really a good news; we are pleased to hear these.
- (vii) Friends are good, he is a boon.

Rule VIII. The relative pronoun must agree with its antecedent in gender, number, and person. For example:—(Relative pronouns are *which*, *who* and *that*.)

- (i) It is *I who* am responsible for this. (Here *who*, the relative pronoun agrees with the pronoun *I*, which is the antecedent of who.)
- (ii) This is the *book which* I lost yesterday.
- (iii) Thou who art present shouldst read this book.
- (iv) My *arm which* is broken is full of blood.
- (v) Rose which is red is fresh

The sentences to be corrected.

- (i) ' Those which seek wisdom shall find her' *whic*
- ✓ (ii) This is the stick whom I bought from Lahore. *to whic*
- ✓ (iii) Here is the boy which is known all over the district. *whic*
- ✓ (iv) Who of these books you like the best ? *whic*
- ✓ (v) Why should we which are poor think of luxuries. *whic* *it's* *by*
- ✓ (vi) This is the person which were present yesterday. *the person* *whic*
- ✓ (vii) My teacher which are clever is respected in the school. *whic*

Rule IX. When the relative pronoun is proceeded by two antecedents of different persons, the relative and the verb generally agree with the last antecedent. For Example,

- (i) You are the man *man whom* I love.
- (ii) It is *I who am* to blame.
- (iii) You are a *student who possesses* the greatest number of books.

(iv) Man is a sort of machine which vises regularly.

Exercises to be corrected.

- (i) You are my friend who help me often.
- (ii) I am the very person who have written a book on mythology.
- (ii) Mine is the hut who commands a beautiful prospect on all sides.
- (iv) Where are you who has done this ?
- (v) It is you who is the meanest person.
- (vi) It is they which are responsible for the riots.

Rule x. The relative ought to be placed next its antecedent, so that no vagueness in meanings may arise. For example,

- (i) The man whom I met was a thief.
- (ii) The stick which I received from Jagdish was very beautiful.
- (iii) The shoe which was stolen by Roshan was found on the road.

Exercises to be corrected.

- (i) 'The boy beat his companion, whom everybody believed incapable of doing mischief'.
- (ii) The principal dismissed his clerks who has never before turned out any of his employees.
- (iii) The boy was punished yesterday by the headmaster who was caught in the act of copying.
- (iv) The book was placed on the table which was newly bound.

(v) My uncle lives in a village who is an expert musician.

Rule XI. It is grammatically wrong to use both noun and its pronoun as a nominative to the same verb. For example, *Rama he is a good boy.*

This sentence is wrong. It should be—*Rama is a good boy.* The pronoun *he* is superfluous and so it should be omitted.

Exercises to be corrected.

- (i) The fair that I saw it was very good.
- (ii) 'The night it was dark, the wind it was high'.
- (iii) The boy having received the prize he went home cheerfully.
- (iv) The controller of examinations who is in-charge of the university office he sent a telegram to me.
- (v) The man who bases his religion on the mere outward forms he is often misled in his choice. (The correct form of this sentence should be 'The man who bases his religion on the mere outward forms is often misled in his choice.) In the same way the other sentences in the group should be corrected.

Rule XII. Whenever the infinitive mood or a part of sentence in the singular number is the nominative to a verb, the verb should be in the third person singular number. For example,

- (i) The process of doing this involves a great trouble. (The subject here is '*The process of doing this*' which is called a part of a sentence or a phrase.)

- (ii) That you should fall from the horse surprises me much.
- (iii) His being inattentive to his studies was the cause of his failure.
- (iv) To take exercise in the morning is always very pleasant.
- (v) To live soberly is the best principle of life.

Exercises to be corrected.

- (i) That it is man's duty to obey his parents have a universal acceptance. (Have should be has.)
- (ii) "To live temperately, nobly, and cheerfully are enjoined by every religion."
- (iii) To make both ends meet these days appear to be very difficult.
- (iv) To act according to the advice of the elders befit every young man.
- (v) That I should go out whenever you ask me to do so, even though I am never at fault, admit of no justice.
- (vi) That it is our duty to abide by the past customs, however absurd they might be, seem to be absurd.
- (vii) To learn to do good to all and sundry are the instruction of Bhagwad Gita.

Rule XIII. Two negatives in the same sentence are improper, unless they mean to convey the positive sense. For example,

- (i) I cannot by no means eat it. (This sentence should be :—I can by no means eat it.)
- (ii) The horses cannot go no farther. (This sentence should be :—The horses can go no farther or the horses cannot go any farther.)

Sentences for correction.

- (i) He never shows no affront to me.
- (ii) This man is so helpless that he cannot do (any) nothing.
- (iii) No man should hanker after neither worldly fame nor riches.
- (iv) I am unable not to do this
- (v) Do not trouble me at this time nor allow no man to come near me.

 Rule XIV. In prose double comparatives and double superlatives are not permitted. For example, we should *not* say—

- (i) He is now more better than he was yesterday.
- (ii) This box is more heavier than that.
- (iii) That is the most best book.
- (iv) He is the most cruellest man.

But instead of the above, we should write the following correct forms —

- (i) He is now better than he was yesterday.
- (ii) This box is heavier than that.
- (iii) That is the best book.
- (iv) He is the cruellest man.

Rule XV. When singular nominatives of different persons or numbers are separated by *or* the verb agrees with the person next to it. For example,

- (i) Either you or I *am* in fault.
- (ii) You or Mohan *is* the person best liked.
- (iii) Rama or you were always busy in your exercises.
- (iv) The tutor or the students are responsible for this.

Exercises to be corrected by the students.

- (i) He or they was offended at it.
- (ii) Mohan or I has never been to Bombay.
- (iii) Either my cousin or his parents has revealed the secret method of preparing wine.
- (iv) You, Sham or I are always cheerful, irrespective of the circumstances.
- (v) Why should a man be said to be responsible for his character or actions which is controlled by the higher powers.
- (vi) The roof or the windows of the house requires repair.
- (vii) My daughters or my wife are likely to go home this summer.

Rule XVI. There are certain pairs of words which always go together. For example,

Neither requires nor after it

Either " or " "

Whether " or " "

Although " yet " "

Though " yet " "

Not only " But also or But after it.

Such	re qu re s	as	after	it.
So	„	that	„	„
Scarcely	„	when or before	„	„
Hardly	„	when or before	„	„
No sooner	„	than	„	„
Both	„	and	„	„
Other	„	than	„	„
As	„	so	„	„

**Examples to show the correct use of the above
Correlatives.**

Neither—nor

- (i) Neither my brother nor my father is here.
- (ii) I can neither write nor speak.

Either—or

- (i) Either Sham or Sundar has broken this glass.
- (ii) You are either a coward or a knave.

Whether—or

- (i) Whether he can run or not, I cannot tell.
- (ii) None knows, whether he will go to school or not.

Although—yet and Though—yet

- (i) Although he is penniless, yet he is honest.
- (ii) Though you may try to solve this problem, yet you will not succeed.

Not only—but also

- (i) Not only am I poor but I am unfortunate also.

(ii) Not only is he rich but he is also wise.

Such—as

(i) This is such a story as will please everybody.

(ii) Such persons as are notorious have no chance of success in life.

So—that

(i) The serpent was so big that no man could lift it.

(ii) Men are so weak by nature that they are always tempted.

Scarcely—when and Hardly—when

(i) Scarcely had I walked a mile when I felt thirsty, or scarcely had I walked a mile before I felt thirsty.

(ii) Hardly was the result out when I got a job.

No sooner—than

(i) No sooner does the sun rise than the birds begin to chirp.

(ii) No sooner were you out of the room, than the building fell with a crash.

Both—and

(i) Both Gopal and Krishan are the mischief-mongers.

Other—than

(i) This is a question other than the one I put to you.

As—so

(i) As you sow so shall you reap.

Exercises to be corrected.

- (i) To-day we have neither bread or butter.
- (ii) Whether you are animate and inanimate, you are subject to decay.
- (iii) Though he is honest he is not respected.
- (iv) He is so roused he cannot speak.
- (v) Not only I am well up in English, I have studied History also.
- (vi) This is such a fool which I have never met before.
- (vii) No sooner he see me, he ran away. (The correct form of this sentence is.—No sooner did he see me than he ran away.)
- (viii) Scarcely I got out of my bed than I found a snake.
- (ix) Hardly had I finished my bath, then the cold wind began to blow.
- (x) 'As you make your bed, you must lie.'
- (xi) He is both a judge as well as a magistrate.

CHAPTER II.

Having mastered the fore-going rules of grammar let the students read this chapter very carefully. It deals with the correct usage of Noun, pronoun, Adjective, Adverb, verb, and preposition.

NOUNS.

A great difficulty arises for the students when they have to use the nouns. Sometimes the number of the nouns causes a great confusion to them. For guidance the following may be noted :—

1. There are some nouns which are singular in appearance, but are used in plural.

Cattle—These cattle are grazing in my field.

People—The people of this side of the country are very industrious.

Vermin—These vermin are very injurious to the crop.

Gentry—The gentry of the town were invited to the feast.

Poultry—These poultry are the best.

- II. There are some nouns which have the same form in the singular and the plural. For example, sheep, deer, fish, salmon, dozen, pair, score, gross, hundred, thousand (when they are used after the numerals), as

- (i) I have two dozen eggs with me.
- (ii) Two pair of shoes are lying here.

(iii) I have paid three hundred rupees for a motor bicycle.

(iv) We have three score mangoes in the bā.

When dozen, score, hundred, and thousand are not preceded by the numerals they take plural forms; as, dozen, scores, hundreds, thousands.

(i) Dozens of birds are seen here.

(ii) Scores of players move about in the park.

(iii) Mr. G is a man of thousands.

III. The following nouns are used only in the plural :—

(a) Names of certain articles used in dress :—

Trousers, drawers, breeches, pantaloons.

(b) Names of diseases :—

Measles, mumps, small-pox (according to Nesfield it was originally spelt as small-pocks.)

(c) Instruments and Tools :—

Spectacles, pincers, tongs, scissors, bellows.

(d) The names of the various parts of the body :—
Bowels, entrails.

(e) Certain other words :—

Annals, dregs, assets, tidings, nuptials, chattels, environs, thanks, shambles, victuals, billiards.

IV. There are some nouns originally singular which are now used in the plural ; as, Alms, riches, eaves.

V. The following nouns are used in the

x :—

- (a) Politics, mathematics, physics, mechanics, news, gallows, summons, innings.
- (b) Information, furniture, offspring, poetry, scenery, issue *(child), Abuse (reproach), hair (when attention is not drawn to number)

Possessive Case of the nouns is formed by two methods. (I) The use of the 's and (II) the prefixing of the word *of* before the nouns.

The use of 's :—

- (a) 'S is placed with the noun denoting the names of the persons, in the singular number ; as, a man's car, a boy's satchel.
- (b) When a plural noun, denoting a person does not end in s, 's is added to it ; as, Men's horses, childern's books.
- (c) Names of any kind of living things other than persons, 's is used as, A horse's mane, an deer's skin, a cat's paw.
- (d) Nouns showing the personified objects also take 's. For example, India's heroes, Death's toll, Life's burden.
- (e) 'S is also used with nouns, denoting time, space, and weight ; as—A month's time, a week's leave, ' a stone's throw, a needle's point, a pound's weight.
- (f) 'S is also used in the following familiar phrases:—at his wit's end, to his heart's content, out of harm's way.
- (g) 'S is ordinarily not used with the inanimate

objects.

Mere' is used in the following cases:—

- (i) For conscience' sake, for goodness' sake, Moses' Law.
- (ii) The plural nouns which end in *s*. For example, Boys' school, Girls' dresses, cows' young ones.

Of is generally placed with the inanimate objects.

Exercises to be corrected.

1. My garden's wall is broken down.
2. Hari Lal's coat's colour is very green. (Colour of Hari Lal's coat is very green.)
3. Ferozepur's town-hall is newly built.
4. I am now sitting at the tree's top.
5. This is the husband's and wife's common property. (It should be:—This is the husband and wife's common property.)

NOTE.—When two nouns are closely connected, the 's is put with the latter noun ; as, Huntley and Palmer's biscuits.

6. A month's or two stay in the hills will do him good.
7. Here is the Raja of Kotgarh horse.
8. My pen's nib is damaged but my ink-pot's ink is not yet dried.

THE ARTICLES.

A lack of the proper understanding of the use of the

articles, 'a' and 'the' accounts for many mistakes in the writings of the Indian students. Apparently insignificant, the articles carry a great force, and a slight change in their usage will change one meaning into another.

There are two articles in English—the Indefinite and the Definite.

The Indefinite article is *an*. It is often contracted to *a*. An is a weakened form of the numeral one. Hence the indefinite article is properly used with nouns in the singular number.

Its few Important uses :—

1. It is used before nouns of singular number e.g., A man, a horse, a cap.

2. It is used with plural adjectives :—A hundred eggs, a dozen books.

3. It is placed before the plural adjectives, *great many*,

(i) A great many men are present in the hall.

(ii) A few ladies can be seen in the street.

The Definite Article.

"*The*" is the definite article. It is a weakened form of 'that'. Its function is to define or particularise an object, hence it is known as Definite.

Its uses are :—

1. The Definite article is placed before those nouns which cannot be applied to more than one object. For example, The sun, the moon, the poles, the world, the north, the Bible, the Vedas, the Quran.

2. The Definite Article is used with an adjective to show it as a whole class. The expression thus formed is used as plural. For example,

(i) *The wise* are always helpful to *the ignorant*.

(ii) *The rich* are worthy of respect.

(iii) "Blessed are *the meek*."

3. '*The*' is often used before the name of a nation describing the people in a collective sense. Here also the expression is applied in the plural. For example, *the French*, *the English*, *the Chinese*, *the Assamese*. *The Chinese* are a noble race. *The French* are graceful.

4. Sometimes the Definite Article is joined with a proper noun to show its likeness to a great person or a famous place ; as, 'Kalidasa is *the Shakespeare* of India.' Lahore is becoming the Calcutta of the Punjab. Bombay is the Paris of India.

5. The Definite Article is generally used before :—

(i) Names of rivers : as, *the Sutlej*, *the Ganges*, *the Niger*.

(ii) Names or groups of Islands ; as, *the West Indies*, *the Andaman Islands*.

(iii) Names of gulfs and oceans :—*The Indian Ocean*, *the Red Sea*, *the Persian Gulf*.

(iv) Names of the ranges of mountains :—*The Himalayas*, *the Alps*.

(v) Descriptive names of countries or provinces ; as, *the Deccan*, *the Punjab*.

Omission of the Articles.

1. The articles are omitted when a Proper Noun is preceded, or followed by a title or a profession, indicated by a common noun ; as,

(i) King George I. (instead of *the King George I.*), Lord Tennyson (instead of '*the Lord Tennyson*'), Captain Cook.

(ii) Henry, King of England; DOABA HOUSE
Booksellers and publishers.

2. No article is placed before Abstract, Material,
and Collective Nouns.

Examples of Abstract Nouns without articles.

- (i) Love is the Lord of all.
- (ii) Falsehood must be discouraged.
- (iii) Truth and humility are worthy of praise.

In the three examples above Love, Falsehood, and Truth are used in a generalised sense. Hence they do not permit the use of any article. But sometimes abstract nouns are used in a particular or restricted sense. There the use of the article is permissible. For example,

- (i) "*The love* of money is the root of all evils."
- (ii) "*The fear* of the Lord is the beginning of wisdom."
- (iii) The aversion to study must be discouraged.

Material Nouns do not take articles, except when they are used to denote particular kinds of matter. Matters and chemical elements follow this very rule. For example,

- (i) *Gold* is a bright metal.
- (ii) We inhale *Oxygen*.
- (iii) *Rice* is very dear.

Exceptions.

- (i) *The gold* of America is superior to that of Australia. (Here *the gold* indicates the particular variety of gold.)

(ii) The Silver of Pero.

NOTE.—The following nouns represent matter and therefore, when used in general sense, do not take any article before them :—air, coal, cloth, fuel, wheat grain, flour, money, wealth, poetry, prose.

A few *Collective Nouns* used in a general sense do not take any article with them ; as, posterity, people, Government, society, mankind.

(i) People must respect Government.

(ii) 'Society is all but rude'
To this delicious solitude.

3. The articles are also omitted in many phrases, made up of Transitive Verb followed by its object, where the verb and the object cannot be conceived as separate entities. For example

(i) At the sight of his enemies he *took heart*. (Instead of he *took the heart*.)

(ii) The boys leave college (not *the college*) at 2 P. M.

(iii) Roma shook hands (not *the hands*) with Shama.

(iv) He took leave (not *the leave*) of absence.

4. The articles should also be omitted in the prepositional phrases. For example,

(i) Out of place (not out of the place).

(ii) From head to foot (not from head to the foot).

(iii) To live from hand to mouth (not to live from hand to the mouth).

(iv) Out of doors (not out of the doors).

(v) The matter came to light (not the matter came to the light).

5. When different objects are numbered, the articles are omitted for brevity and emphasis. For example,

(i) '*Altar, sword, and pen,*
Fire-side, the heroic wealth of hall, and bower.'
 (Wordsworth)

(ii) 'Draw to one point and one centre bring
Beast, man, or angel, servant, lord, or king'—
 (Pope)

[‘Hints to the study of English by Rowe and Webb’.]

6. When the same objects are placed in such a way as to oppose each other, the articles are not used. For example,

(i) '*Trumpet to trumpet spake,*
Thunder to thunder.'—Michael.

(ii) The lovers went *hand in hand*,

(iii) I have gone there *time after time*.

Exercise.

Correct the following :—

1. College time-table is changing everyday.
2. Horse is used for carrying loads.
3. Bible is holy book which contains the sayings of the Christ.
4. At the battle of Kohat Greeks were defeated by Russians.
5. Clive was a great hero of English.
6. The peace is blessing, showered by the God upon this earth.
7. Sun rises in morning and sets in the evening.

8. Vedas are said to be the revealed books of Hindus.
9. Ship continued sailing till it reached Poles.
10. Gun-Powder Plot was known to all.
11. The climate near equator is very hot.
12. The Political Economy is my favourite subject.
13. It is upon the faith that world rests. (Its correct form is :—It is upon faith that the world rests.)
14. More you encourage me, more will be my prosperity. (Its correct form is :—The more you encourage me, the more will be my prosperity.)
15. Alexander Great was bravest soldier.
16. Jesus Christ is Saviour of world.
17. Owl is bird of prey.
18. The silver is heavier than the copper.
19. Ganges flows into Bay of Bengal.
20. Punjab is land of five rivers.
21. Bridge over Sutlej is built upon a new plan.
22. I have not visited the Calcutta for great many a year.
23. The Aristotle was a teacher of great Greek King.
24. Reformation was started in the Germany by a very able man, Luther.
25. I have never seen so wise man. (Its correct form is :—I have never seen so wise a man.)
26. Indian Ocean is big sea.
27. Little boy fell into the well, while he was playing near it.

28. Owner of garden is my best friend.
 29. The mercury is a very heavy metal.
 30. Try to separate the grain from the chaff.
 31. Principal of college has authority to detain
 anyboy he likes.
 32. Certain type of plants are only found in
 torrid zone.
 33. Burning house is awful sight.
 34. Yesterday bookseller fell down from horse.
 35. What great noise !
 36. Capital of Punjab is the Lahore.
 37. The Shakespeare's Macbeth is very dreadful
 tragedy.
 38. Kalidas is Shakespeare of India.
 39. It is twice week that I bathe in canal.
 40. Narbada is a river in south of Rajputana.

ADJECTIVES

There are two ways in which an adjective may be used. It can be used (i) Attributively and (ii) Predicatively.

Attributively :—

- (i) He is an *honest boy*.
- (ii) This is a *brave soldier*.

Predicatively :—

- (i) That boy is *honest*.
- (ii) This soldier is *brave*.

In attributive use the adjective has a direct connection with the noun it qualifies; but in the predicative use the adjective qualifies the noun through the predicate. In the latter case the adjective has no direct connection with the nouns.

The Distributive Adjectives :—each, every, either, neither, agree with nouns and verbs, only in the singular number. For example,

- (i) Each of the men is present in the room.
- (ii) Every boy of my school has bought these books.
- (iii) Either of you two is likely to get the job.
- (iv) Neither of the two candidates was prepared for such a difficult paper.

The correct use of the Adjectives :—

- (i) *Little* denotes hardly any. It has negative sense; as, I have little money left with me. I have little influence in the official circle.
- (ii) *A little* denotes the sense of some. It has a positive meaning. For example, I am a little tired. He is a little hopeful of my success.
- (iii) *The little* means 'not much, but all that is.' It has an idea of sufficiency. For example, The little money I had was spent by me on my brother's education.

Similarly **few** has got a negative of idea. For example,

Few persons are healthy. (Meaning hardly any.)
Few women are brave.

A few means some. It has a positive idea. For example,—

I am sure to get a few marks in this paper.

A few books are very well bound.

The few.—Not many, but all that exists then.

The few books I possess are at your disposal.

I can offer you the few pieces of gold lying in my chest.

Older and Elder. *Older* is used for things as well as for persons. But *elder* is used for persons only. The latter is especially used in connection with the members of one's own family. We do not say—

He is my older brother; but he is my elder brother.

Incorrect—This is an elder book than the one you possess.

Correct—This is an older book than the one you possess.

Later and Latest refer to time; **Latter** and **Last** refer to the position or order.

We should not say:—This is the latter edition published on Shakespeare.

We should say:—This is the later edition published on Shakespeare.

Incorrect—Ram and Sham were playing, when the latter received a wound.

Correct—Ram and Sham were playing, when the latter received a wound.

Farther, Further.—*Farther* is used for distance; *Further* is used for *additional, moreover*. For example,

(i) The station is *farther* from my house than it is from yours.

(ii) These are *further* suggestions which I propose to make.

Comparative adjectives are used when there is comparison between two objects. Adjectives of comparative degree are followed by than. For example,

(i) He is taller than I.

(ii) Rama is stronger than Krishna.

(iii) Alice is more pretty than Eliza.

Note the following expressions :—

He is braver of the two instead of the incorrect expression. He is the bravest of the two.

There are certain adjectives of comparative degree which are of foreign origin and which end in *or*, not in *er*. These adjectives are followed by to instead of than. For example,

Superior to.

Inferior to.

Junior to.

Senior to.

Prior to.

Anterior to.

Posterior to.

Incorrect—His wisdom is superior than mine.

Correct—His wisdom is superior to mine.

Incorrect—Alfred is senior than me in point of service.

Correct—Alfred is senior to me in point of service.

NOTE.—There are also to be found certain words which do not take different degrees. Such adjectives are not put to the comparative and superlative degrees ; as, eternal, extreme, matchless, right, square, supreme, unique, square, round, perfect, universal, unchangeable, golden.

Exercises.

1. Little money I possess will enable me to buy the required books.
2. No less than fifty persons were present in the council. (Its correct form is:—No fewer than fifty persons were present in the council.)
3. It is the most unique person I have ever met.
4. The house-holder caught the burglar, while the latter was running away.
5. He is my older brother and is senior than me in wisdom.
6. This is the more important of all the books.
7. Sham is more healthier than your brother.
8. Neither of the sadhus were there.
9. Iron, wood, or copper—either will be suitable, for the purpose.
10. Neither of these three students are allowed to go. (Its correct form is:—None of these three students is allowed to go.)
11. What farther you suggest upon this point.
12. In the latest chapter of his book, Goldsmith makes very funny remarks.
13. Kalidasa is greater than any dramatist. (Its correct form is:—Kalidasa is greater than any other dramatist.)
14. Of Harish and Jagdish, the latter is the wealthiest.
15. This is the most perfect way of writing English.
16. This scheme is more preferable than the one you suggested. (The correct form is:—This scheme is preferable to the one you suggested.)

NOTE :—Preferable is used in the comparative sense. It is followed by *to*. It does not admit of *more* and *most*. We cannot say more preferable or most preferable.

17. Look, that is the extremest point in the heaven.

18. The people of this city are more honest than Lahore. (Its correct form :—The people of this city are more honest than those of Lahore.)

19. He is stronger than any man. (Its correct form is :—He is stronger than any other man.)

20. The Tribune has a larger circulation than any newspaper in the Punjab.

21. Here are two boxes; which is the greatest.

22. "Which is the easier to learn, French, German, or Spanish."

23. The Tribune has the largest circulation of any newspaper. (This sentence is absurd, as *largest* signifies at least three things, *any* here implies only one. Its correct form is :—The Tribune has the largest circulation of all newspapers.)

NOTE.—*Less* is used of quantity, *fewer* of number. We should not say :—*There were less than ten persons in the room* But should write :—*There were fewer than ten persons in the room*

PRONOUNS.

1. *Personal Pronouns* :—I, you, he, she, they. The personal pronouns stand for persons.

2. *Demonstrative Pronouns* :—This, that, one, such.

Demonstrative pronouns are used to point to some nouns that have gone before them. The noun thus pointed out is called the Antecedent. For example,

(i) Play is the part of education, *that* builds our bodies.

(ii) This year I have obtained the prize, last year I could not get one.

3. *Relative Pronouns* :—*which* and *who*. Some times *that* is also used as the relative pronoun. e.g., Here is the coat *that* (*which*) I purchased from Lahore.

4. *Interrogative Pronouns* :—*which* ? *what* ? *who* ?

5. *Reflexive Pronouns* :—These are formed by adding *self* or *own* to a personal pronoun. For example,

Myself, yourself, himself, themselves.

My own, your own, her own.

The reflexive pronouns are the forms of the Personal pronouns. They (the reflexive pronouns) are used for two purposes :—

(i) to show that person does something to himself.

(ii) to emphasise the pronouns.

For example, I availed myself of the opportunity. (Here the action refers to '*I*'.)

I myself saw the horse running through the street. (Here *myself* lays an emphasis upon '*I*').

6. *Distributive Pronouns* :—*Each*, *either*, *neither* refer to one thing or a person at a time and so they take a singular verb. *Each* is used to denote every one of things taken alone. *Either* and *Neither* refer to

one of the two. Either is positive and Neither is the opposite of either. Hence Either and Neither should be used when speaking of two persons or things. For example,

- (i) Each of the members is present in the room.
- (ii) Either of you two is likely to get the job.
- (iii) Either of the two candidates was ready for such a difficult paper.

Each other and **one another** are known as reciprocal pronouns. *Each other* is used when we refer to two persons and things. *one another* is used when we speak of more than two things ; or persons. For example,

- (i) The two friends love each other dearly.
- (ii) All these friends love one another.

Many men and many a man:—

Both have a plural idea. The expression *many men* is followed by a plural verb, but the expression '*many a man*' has a singular verb ; as,

Many men *were* killed in the battle.

Many a man *was* killed in the battle.

Indefinite Pronouns are used of persons or things in a general way. For example,

- (i) *One* must know the way that leads to the happy Island.
- (ii) *All* were imprisoned.
- (iii) *None* deserve the prize. (With *none* the verb is generally used in the plural number. But sometimes according to the sense it is used in the singular.)
- (iv) *Some* say that the principal is ill.

- (v) *Somebody (someone)* must do this.
- (vi) *Every-body (every-one)* present in the room is a thief.
- (vii) *Any-one* may solve this problem.
- *(viii) *Every-one* is responsible for *his* actions.

NOTE :—In the example above marked * the pronoun *his* is used, as the sex in the sentence is not known. Hence where the sex is not known, the pronoun of the masculine gender is usually used.

A Relative Pronoun in addition to the fact that it refers to the noun, joins two sentences e.g.,

- (i) This is the book which I bought from Lahore.
- (ii) This is the man who is to blame for the insanitary condition of the town.
- (iii) It is the same boy whom I met at the Railway Station.

In the above three sentences *which*, *who*, and *whom* are the relative pronouns.

That also is sometimes used as a Relative Pronoun. In that case the pronoun *that* stands for *which*. For example,

This is the restaurant *that* is considered the best in the city.

Here *that* is used for *which*.

Some Important Rules regarding Pronouns.

Who is generally used for persons in the singular or the plural number. For example,

- (i) The man who is evil is not respected,

(ii) The women who were present in the town-hall spoke against the Modern System of Education.

Sometimes the pronoun *who* may be used for the animals. Likewise, *whose* is more often used for persons but sometimes of the objects without life, e.g., The river whose flow is swift takes its source from the spring on the top of the mountain.

Which is used for animals or for objects without life ; as,

(i) The book which is placed on the table is given to me in prize.

(ii) Here is the skin of the hare which was shot down by my brother.

Which is also used for persons. It implies selection ; as,

(i) Which of you were present yesterday ?

(ii) Which of the boys were fined by the Principal ?

The relative pronoun should be placed as near as possible to its antecedent, so that no ambiguity may arise. For example,

(i) The boy *who* stood first in the mile-race is my cousin.

(ii) The *hostel which* was newly built had a pleasant situation.

(iii) The *clerk whose* condition was precarious was removed to the hospital.

Exercises to be corrected.

(i) This picture is very excellent which is drawn by Mr. Shaw.

- (ii) The author of this book is highly regarded who has made an intelligent study of this subject.
- (iii) The cat was very quick in her movements who pounced upon a rat and caught it.
- (iv) The village is thickly populated which is situated on the right bank of the river Sutlej.
(Its correct form is :—The village which is situated.....Sutlej is thickly populated.)
- (v) My uncle is a first class judge who resides in Peshawar.
- (vi) My children are all lying in a precarious condition in the hospital who received injuries as a result of the motor-smash. (This sentence should be :—My children who received injuries as a result of the motor-smash are all lying in a precarious condition in the hospital.)

Wrong use of the Relative Pronouns :—

I will find out the student whom I learn has been expelled from the University. (This is a wrong sentence. Its correct form is :—I will find out the student *who*, I learn, has been expelled from the University. In the sentence given above *I learn* is a parenthetical clause. Suppressing, therefore, the clause *I learn*, the above sentence would read ‘I will find out the student *whom* has been expelled from the University.’ It is quite absurd because *whom* is not in the Nominative Case. Instead of the clause ‘*whom* has been expelled from the University,’ the correct form is, ‘*who* has been expelled from the University.)

And which.

Very often *and which* is used for the *relative which*.
For example,

He bought a horse *and which* was a fine animal. (Here *and which* should be replaced by *which* and the correct form of the sentence should be ' He bought a horse which was a fine animal.' The rule to be noticed in this case is that *And which* cannot be used to introduce a relative clause if no other relative clause introduced by *which* has preceded it for example, it is correct to say, ' He bought a horse which was a fine animal *and which* cost him Rs. 300.' In this sentence the clause with *and which* is permissible, as one relative clause with *which* (*which was a fine animal*) has gone before it.

Note the following.

I. When two singular nouns are joined by *and* and are preceded by *each* or *every* the pronoun used for them is in the singular. For example,

(i) Each man and each boy is responsible for his actions.

(ii) Every tree and plant is growing in its place.

If a plural and a singular noun are joined by *or* or *nor*, the pronoun used should be in the plural ; as,

(i) Either the officer or the clerks must do *their* duty.

(ii) Either the engine-driver or the stokers must have received injuries on *their* arms.

(N.B.—The plural noun *should* come after *or* as shown above.)

II. When two or more singular nouns are joined by *either—or, neither—nor*, the pronoun is generally singular ; as,

(i) Either Sham or Ram must lose *his* money, if *he* continues gambling.

(ii) Either the principal or the judge may lend me *his* gown.

(iii) Neither Mohan nor Sohan has brought *his* cycle to-day.

III. When a pronoun refers to more than one noun or pronouns of the first and the second persons (*I* and *you*), the pronoun used must be the first person plural; as,

(i) You and I have received *our* wages. (It is incorrect to say :—‘You and I have have received your wages’.)

(ii) You, Mohan, and I have always done *our* duty.

When a pronoun refers to more than one noun or pronouns of the second and the third persons (*you* and *he*), the pronoun used must be of the second person plural; as,

(i) You and Rama should better go to your hostel.

(ii) You and he are always happy in your own country.

Important :—Note the exact and appropriate order of the personal pronouns. When there are pronouns of different persons, *second* person pronoun should come first, *third person* next, and *first person* last. For example,

(i) You, he, and I are friends.

(ii) You and he are thieves.

(iii) You and I are never absent from the class.

(iv) He and I must go to Lahore.

Important usages of it.

It is used for :—

(i) Inanimate objects ; as , This is my pen, don't spoil *it*.

(ii) Provisional subject ; as, *It* is difficult to solve this problem.

- (iii) Animals without any distinction of sex; as, The tiger in the Zoo gets its food at the proper time.
- (iv) Young child without any distinction of sex ; as, The baby is cutting its teeth.
- (v) Emphasis ; as,
 - (i) It is you who have brought about this trouble.
 - (ii) It is the Golden Temple at Amritsar that is sacred to the Sikhs.

'Any' and, **either**. *Either* is used for two things ; *any* is used for more than two ; as,

- (i) Either of these two books will be suitable for me.
- (ii) Any of your class-fellows can solve this problem.

Exercises to be corrected.

- (i) Each of you are ordered to go out of the room.
- (ii) Ram, Mohan, and Sham—either of you may take your seat.
- (iii) Neither of you three can succeed in the Examination. (The correct form is :—None of you three can succeed in the Examination.)
- (iv) Wood, iron, or copper—either can be useful to me.
- (v) The boys of this school love each other sincerely.
- (vi) The various communities in the Punjab came into a conflict with each other.
- (vii) Many a man lead neglected lives. (The correct form is:—Many a man leads a neglected life.)
- (viii) Many a flowers are born to blush unseen.
- (ix) One must do his duty cheerfully. (The correct form of this is:—One must do one's duty cheerfully.)

- (x) One should not think himself alone when in amidst Nature.
- (xi) It was clear that every body in the meeting had lost their sense.
- (xii) Every one should try to protect their property from the thieves.
- (xiii) Here is the boy which has won the prize.
- (xiv) Whom do you think has broken the inkpot ?
(Whom is wrongly used here. The correct form is :—Who do you think has broken the inkpot.)
- (xv) Whom do you say has arrived ?
- (xvi) I am fortunate to possess this book and which is the only publication existing in the Punjab. (The correct form is :—I am fortunate to possess this book which is the onlyin the Punjab.)
- (xvii) Every book and pen are placed upon the table.
- (xviii) Every road and every bazar were decorated with the national flags. (Its correct form is :—Every road and every bazar was decorated with the national flags.)
- (xix) Either he or his friends have lost his books.
- (xx) Neither the sons nor the father received his pay. (This sentence is wrong. According to the rule the plural nominative should be placed after the Singular Nominative. Also the pronoun referring to these nominatives should be in the plural. The correct form of the above sentence is :—Neither the father nor the sons received their pay.)

(ii) Either the accountant or the clerk will shortly receive orders of *their* dismissal. (*Their* should be replaced by *his*.)

(xxii) I and you have got your papers from the Professor. (The correct form is :—You and I have got our papers from the Professor.)

(xxiii) John, I and you have done our best. (It should be :—You, John and I have done our best.)

(xxiv) The plan was frustrated by my opponents which I had thought of putting into practice.

(xxv) Mr. Forgsan is appointed the Principal of the Government College, Patna, who was formerly acting as the Divisional Inspector, Ambala.

VERBS.

Very often instead of present perfect (I have loved ; the storm has ceased.) The past indefinite (I loved, the storm ceased), is used by the Indian students. It is well to remember the following rule with regard to the correct usage of the Present Perfect Tense.

[**RULE.**—The Present Perfect Tense is used in referring to an action completed recently. It denotes the present state of a completed action. It is, therefore, ungrammatical to join with this Tense any expression referring to the *past* time.]

Incorrect—I have completed this letter a quarter of an hour ago.

Or

I have completed this letter just now.

Correct—I completed this letter a quarter of an hour ago or I have completed the letter just now,

Incorrect—The house has fallen yesterday.

Correct—The house fell yesterday.

Incorrect—The earthquake has worked havoc in Behar last year.

Correct—The earthquake worked havoc in Behar last year.

But an expression indicating past time is permissible if the action indicated thereby is continued to the present moment. Thus it is correct to say :

- (i) I have been lying in bed since Monday.
- (ii) He has been writing an article for the last two hours.

In these sentences the first means that *I lay in my bed on Monday and am still lying there*. The second means that *he began to write two hours ago and is writing upto the present*.

Generally the *Past Perfect Tense* (Plu-perfect tense—*had loved*) is wrongly used by the students where they should use the *Past Indefinite*—(*loved*).

Study the following examples carefully :—

Incorrect—Robinson Crusoe had lived on a lonely island.

Correct—Robinson Crusoe lived on a lonely island.

Incorrect—The man had awakened at two in the morning.

Correct—The man awoke at two in the morning.

Incorrect—Lord Krishna had advised Arjuna in the battlefield.

Correct—Lord Krishna advised Arjuna in the battlefield.

Incorrect—Yesterday the paper had begun very late.

Correct—Yesterday the paper began very late.

Incorrect—Mahmud of Ghazni had invaded India seventeen times.

Correct—Mahmud of Ghazni invaded India seventeen times.

[**RULE.**—The Past Perfect Tense is used when we wish to express that an action was already completed when another action began.]

Examples,

(i) I had finished writing this letter when you arrived.

(ii) We have travelled five miles when we were overtaken by storm.

(iii) The boat had sunk before the rescue could reach.

(iv) *Incorrect*—He asked me why I wrote to him.

A Transitive verb must have an object expressed. Students very often incorrectly omit the object when it is a pronoun. Generally every Transitive verb must have an object.

Examples.—

Incorrect—Here is my glass ; kindly fill.

Correct—Here is my glass ; kindly fill it.

Incorrect—My book is on the table ; will you bring.

Correct—My book is on the table; will you bring it?

Incorrect—The boys are leaving the class-room ; shall I call back.

Correct—The boys are leaving the class-room ; shall I call them back ?

The mode of asking a question in English is different from that used in Indian vernacular.

It is the position of the verb which is necessarily peculiar in most interrogative sentences.

Study the following examples :—

Incorrect—When the battle of Buxer was fought ?

Correct—When was the battle of Buxer fought ?

Incorrect—To whom you will give this book ?

Correct—To whom will you give this book ?

Incorrect—For whose benefit the colleges are opened ?

Correct—For whose benefit are the colleges opened ?

Incorrect—How the temple took fire ?

Correct—How did the temple take fire ?

Incorrect—Where these foreigners come from ?

Correct—Where do these foreigners come from ?

The above are the examples of direct way of asking questions. In dependent interrogative clauses the subject occupies the same place as it does in ordinary sentences. In these sentences the sign of interrogation is removed.

Note the following examples carefully.

Please tell me where is your house ?

This is a dependent interrogative clause, it should read as an ordinary sentence reads. And even if we are asking a question here, the position of the words remains unchanged, hence the correct form of the above sentence is :

Please tell me where your house is.

Incorrect—Do you know when will professor Puri take his class.

Correct—Do you know when professor Puri will take his class.

Incorrect—Everybody knows what is water ?

Correct—Everybody knows what water is.

Another point that the students should note is that some of the verbs (transitive) take reflexive pronouns after them. This fact is very often ignored.

- (i) **Absent**—Don't *absent* yourself from the play-ground.
- (ii) **Avail**—I cannot *avail* myself of the opportunity.
- (iii) **Betake**—You should not *betake* yourself to bad habits.
- (iv) **Bethink**—Let us *bethink* ourselves of a suitable way.
- (v) **Pride**—I *pride* myself on this glorious deed.
- (vi) **Commit**—Don't *commit* yourself to derision by making such a foolish statement.
- (vii) **Interest**—I always *interest* myself in musical concerts.
- (viii) **Overeat**—Any one who wishes to lead a healthy life should not *overeat* himself.
- (ix) **Oversleep**—Some people grow lazy because they *oversleep* themselves.
- (x) **Acquit**—He *acquitted* himself honourably.
- (xi) **Demean**—Never demean yourself in a way that may bring disgrace upon your name.

But there are certain verbs which may or may not take reflexive pronouns after them.

- (i) **Spread**—The epidemic *spread* in the city or spread *itself* in the city.
- (ii) **Dress**—He *dressed* well or dressed *himself* well.
- (iii) **Disperse**—The boys *dispersed* at nine or dispersed *themselves* at nine.
- (iv) **Hide**—He is hiding behind a tree or *hiding himself* behind a tree.

INFINITIVE.

There are two kinds of Infinitive :

- (i) The Indefinite (to err).
- (ii) The Perfect (to have erred).

1. The Indefinite form is permissible after all kinds of tenses of the preceding finite verbs. For example,

(i) *Present tense.* I cherish to see you.

(ii) *Past tense.* I cherished to see you.

(iii) *Future tense.* I shall cherish to see you.

The Past Perfect form is used in the undermentioned ways :—

(i) When it is used after the past tense of a verb indicating hope and intention, it manifests that the hope or intention was not realised. For example, I wished to have got the prize.

(ii) I expected to have done better.

2. The perfect form is also used after verbs that carry the meanings of seeming, appearing etc.

In that case the Perfect Infinitive shows that the action took place at some time prior to that denoted by the verb. For example,

(i) He seems to have undergone a lot of trouble.

(ii) He appears to have overpowered the snake.

The real form of infinitive, as we know is always the verb preceded by the preposition *to*; as, to love, to go.

But *to*, the sign of the infinitive, is not used after the verbs :—bid, dare, need, make, see, feel, hear, observe, behold.

In this connection note the following forms.

(i) Bid him do this (*to do* is wrong.)

(ii) I dare not face him (*to face* is incorrect.)

- (iii) You need not trouble yourself. (*To trouble* is incorrect.)
- (iv) Make the child sleep. (*To sleep* is not right).
- (v) I saw him torment his neighbours.
- (vi) I felt my heart sink within me. (Instead of *to sink*).
- (vii) I often hear you speak ill of Rama.
- (viii) I observed the snail creep on the ground.
(Not "*to creep*.")
- (ix) I beheld the snake hide in the grass.

The Infinitive without *to* is also used after, *rather than*, *had rather*, *would rather*, *sooner than*, *had better*; as,

- (i) It is better to fight rather than surrender.
(Instead of *to surrender*).
- (ii) I had rather go out.
- (iii) I would rather die than see him starve.
- (iv) I can sooner read than write.
- (v) I had better take leave of you. (Instead of "*to take leave*.")

UNRELATED PARTICIPLE.

Participle is a verbal adjective. It must, therefore, have relation with some noun or pronoun. If this noun or pronoun is omitted, we commit the error of *Unrelated Participle*. Even if a participle does not possess a noun or a pronoun of its own, it naturally belongs to the subject of the main verb.

1. Roused to anger, the rider was kicked aside by the horse. (Here, *roused* qualifies *rider*, but in reality, it should be attached to *horse*; therefore, the sentence shows the error of the wrong relation of the participle

with the noun. The correct form of the sentence should run thus :—Roused to anger, the horse kicked aside the rider.)

(2) Entering the room, the clock struck five. (It should be corrected thus.—Entering the room, I heard the clock strike five.

Or

When I entered the room, the clock struck five.

Sequence of Tenses. The sequence of tenses is sadly overlooked by the students. So far as simple sentences are concerned the students can write well ; but in making complex and compound sentences, no regard is paid to the sequence of tenses. Hence we get the following *wrong expressions* :—

1. I saw that the horse is let loose.
2. He gave me an assurance that he will send me the desired books.
3. The passengers cried that the thief has entered their compartment.

In the above examples the principal clause expresses a past occurrence, but the dependent clause denotes a present one. Hence there is an inconsistency of tenses. These three sentences should be corrected as under :—

1. I saw that the horse was let loose.
2. He gave me assurance that he would send me the desired books.
3. The passengers cried that the thief had entered their compartment.

The students should note the following general rules for the sequence of tenses.

Rule :—I. If the verb in the Principal Clause is in the *present* or in the *future* tense, the verb in the dependent clause may be of *any* tense.

Examples (i) He says that he can solve this problem within a short time.

(ii) The teacher says that he will not let any boy go out of the class-room.

(iii) The teacher asks why I did not write the essay.

Rule II. If the verb in the Principal Clause be in the *past tense*, the verb in the dependent clause should be in the *past tense*.

(i) I *called* at his house but he *was* not there.

(ii) The load *was* so heavy that no one *could lift* it.

(iii) The witness *stated* that the charges *were* false.

To rule II there is an exception.—when the dependent clause expresses an habitual or universal truth, the verb of that clause takes the present tense.

(1) He said that virtue is its own reward.

(2) He said that the earth is round.

Exercises to be corrected.

1. There has been a famine in the Punjab last year.

2. My brother has arrived last evening.

3. Last year I had stayed in Calcutta for three weeks.

4. We had done our duty right earnestly.

5. He had received his salary at the appointed time.

[Its correct form is :—He received his salary at the appointed time.]

6. This is my book please place on the table,

7. This lion killed the man and ate up.
 8. The door of my room is shut and no one can open.

[The correct form of this sentence is :—The door of my room is shut and no one can open *it*].

9. Being a mean fellow, I hate him much.
 10. Coiled under the grass, the snake bit him.

(The correct form of above is :—The snake being coiled under the grass bit him).

11. The clerk stated that the letter is lost.
 12. The passengers shouted that the water is coming into the ship.
 13. Mahmud of Ghazni invaded India when he has strengthened his position in Ghazni.
 14. If you would kindly see me before you leave for Lahore, I shall be obliged.
 15. Had he written to me that he wants money, I will have sent some. (Had he written to me that he wanted money I would have sent some ; is the correct form of above.
 16. He will not be satisfied, till he had secured the first position in the class.
 17. I hope you would help me.

ADVERB.

THE CORRECT USE OF A FEW ADVERBS.

Much and **Very** :—

(i) *Much* is used with adjectives or adverbs in the comparative degree; *very* is used with

adjectives or adverbs in the positive degree:—

This boy is *much* worse than the one you showed to me.

Lahore is a *very* large city but a very dirty one.

(ii) *Much* is used with the Past Participles; *very* is used with the Present Participles. But this rule is not at all strictly followed. Some writers use *very* with the Past Participles. But the more desirable use is the grouping of *much* with the Past Participles; as,

I am *much* disappointed at your attitude.

This is a *very* amusing situation you are placed in.

(iii) *Very* is used in the sense of really, truly and as such it lays a great emphasis on the adjective in the superlative degree.

This is the *very* best book on prosody.

(iv) *Very* is sometimes added to qualify *much* for example: This house is *Very* much larger than that.

Toos. Students find a very great difficulty in using *too* before adjectives in the positive degree. Generally speaking when we use *too* we imply some limit or correct standard. Thus we say: 'This orange is *too* bad to be eaten, because in this we imply a standard of fitness for the orange' capable of being eaten, and in the above sentence the *orange* falls short of the standard. Similarly we may say: *This fan is too heavy.*

It means this fan is heavier than is required. And when we say: *This composition is too short*, we mean it is shorter than it ought to be. The students, therefore, very often use *too* where they ought to use *very* when no required standard or limit is implied. It is, therefore,

Shambhu P.

unidiomatic to say: 'This sugar is too sweet,' as we do not know the limit set to the sweetness of sugar. Hence the correct sentence is :—This sugar is very sweet. Similarly the expression —*This day is too cold*—~~is~~ be absurd, unless the limit or standard of cold is indicated in the sentence. Hence the correct form should be :—*This day is very cold*. The following sentence, however, would be correct :—

The day is too cold for one to sit outside, or it is too cold to go out for a walk.

Too consequently denotes a kind of excess over the necessary limit or aim.

Ago. is used as an adverb of time. It is never used as a conjunction, or a preposition. It denotes the past from the present time as :— His uncle died two years ago. (From the Present time).

Quite. It is used to express the meaning of *completely, upto some specified standard*. In the following sentence, therefore, *quite* is wrongly used for *very*.

This student is quite clever. It should be :— This student is very clever. But *quite* in the sense of *very* is sometimes used with the Past Participle as :— quite exhausted ; quite perplexed.

Of course. Sometimes *of course* is wrongly used. It should not be used except to express a natural or inevitable consequence. In other cases *certainly* should be used. It is incorrect to say :—*Of course, he is the best boy in the class*. It should be : He is certainly the best boy in the class. (Rowe and Webb). Where there is natural consequence, *of course* is the right form, for example—(i) Is man mortal ? Of course he is.

(ii) Is the whole always greater than its parts ?
Of course it is. (Rowe and Webb).

After all and **Finally**. *After all* when it is used by itself denotes "inspite of what has gone before." It should, therefore, be never used where we desire to express a "natural consequence." In all ~~sugy one~~ sentences (denoting natural consequence) *finally* is more appropriately used ; as, *He worked hard and after all passed the examination.* This is a wrong sentence. Its correct form should be : *He worked hard and finally passed the examination.*

Not. It is very often that *not* is omitted. Sentences without this adverb (*Not*) are incorrect as :—

I care a bit for you ; is incorrect. The real idiomatic form should be : I do not care a bit for you. By inserting *not*, we have lent emphasis to the negative idea which we intend to convey.

Yes and No. These two words cause a very great difficulty to the students while answering a question put in the *negative* form. When the question is in the affirmative, no ambiguity arises, as : Did you go to the school ? Its replies can be the following :—

(i) Yes, I went to the school. (ii) No, I did not go to the school. Here the two forms of reply are quite distinct. But let a student be questioned in a form containing a negative idea : he is puzzled and the replies that he gives are often absurd ; as :— Did you not see the bird yesterday ?

The answer sometimes given is—Yes, I did not see the bird yesterday. This is wrong. The correct form of answer is ; 'Yes, I saw the bird yesterday' (if he had seen the bird) and if he had not seen the bird he should say, 'No I did not see the bird yesterday.'

Exercises to be corrected.

1. This stone is much heavy.

2. This is a very heavier book than that.
3. He is very tired after a full day's journey.
4. This scenery is much fascinating. (It should be corrected as : This scenery is very fascinating.)
5. Sweet music is too enrapturing.
6. "Honey is too sweet."
7. This box is too much heavy. (This should be improved as : This box is much too heavy, since we want to express great excess beyond what is required. That is why instead of saying too much heavy, we say "much too heavy.")
8. Your attitude towards your elders is too much disgusting.
9. This storm is quite terrible.
10. Is necessity the mother of invention ? Certainly it is.
11. I worked in the Education Department for thirty years and after all retired on pension.
12. Did not the inspector visit your school ? Yes, he did not visit our school.
13. I saw him long before. (Its correct form is :— I saw him long ago. We use *before* as an adverb of time when we desire to express priority to some point of time that has already been mentioned. We can, therefore, rightly say : I heard this news long before you came to know of it. But we cannot say :—It was long before that I read this book. This sentence should be corrected as : It was long ago that I read this book.)
15. Long before we went to the River Sutlej to catch fish.

PREPOSITION.

The students should note the following correct use of prepositions.

I. In and To. When these two prepositions are used with regard to the locality of places, a great confusion arises. The following examples will make clear their correct usage.

- (1) Calcutta is *in* the east of India.
- (2) China is *to* the north of India.

The first example shows that Calcutta is in India and in the eastern part of it.

The second example shows that China is outside India and towards the north of it.

If we say that China is in the north of India, we are making a statement that is Geographically incorrect.

II. With and By. *With* denotes the instrument with which a thing is done and *by* denotes the agent or doer.

Examples.

- (1) Shall I write *with* this pen ?
- (2) This book is written *by* me.

III. In and Into. *In* signifies motion or rest in a place ; *into* signifies motion from one place to another.

As (i) We were walking in our garden when we were overpowered by a thief.

(ii) "Out of the frying pan *into* the fire".

VI. At and In. When these prepositions are used to denote time or space *at* refers to a small extent and *in* to a wider or larger one. For example :

- (i) I reached Lahore at seven o'clock.
- (ii) It was at midnight that I heard the gun shot.

(iii) The birds return to their nests *in* the evening.

V. **In** and **Within**. *In* means after the lapse of the appointed time. *Within* means before the end of it (appointed time).

(i) The news will reach *in* an hour. (This sentence means that the news will reach *at the end of an hour*.)

(ii) The news will reach *within* an hour. (This sentence means that the news will reach *before the expiry of an hour*.)

VI. **Between** and **Among**. *Between* is used when we are speaking of two things while *among* is used when speaking of more than two.

Example.

(i) Distribute these mangoes *amongst* all these persons.

(ii) Share this loaf of bread *between* you and your brother.

VII. **Since**, **for** and **from**. *Since* and *from* are used to signify a point of time. *Since* is preceded by a verb in the perfect tense while *from* can be used with any form of tense (Nesfield).

For is used to denote period of time.

(i) He has been ill *since* last Monday.

(ii) I have been studying English *for* .

VIII. Sometimes students misuse expressions "family-inkpot." It is incorrect to say :—The book ~~belongs~~ "family-members," whereas they

Its correct form ~~is~~ family, and members of the beside the

Exercises to be corrected.

1. Bengal is to the East of India.
2. The Bay of Bengal is in the east of India.
3. Peshawar is to the west of India. (The correct form of this should be : Peshawar is in the West of India.)
4. Don't wash this cloth by water.
5. The thief was bound by chains.
6. Your purse is lying on the table, please put it in your pocket.
7. Why are you standing outside, come in my room.
8. It was in daybreak that the hunters killed the jackal.
9. All the five members of the Committe quarrelled between themselves.
10. Rama has been a clerk since four months.
11. Beside educating me, he gave me a large sum of money.
12. Besides my house, there is a large plot of land.
13. While she was reading a novel, she stopped between each paragraph and looked up. (The correct form of this sentence is : While she was reading a novel she ~~stopped~~ ^{was} after each paragraph and looked up.)

(ii) "Out of ~~teen~~ signifies two and each signifies

VI. At and In. therefore, cannot be used together.
used to denote time or space extent and *in* to a wider or larger one. ~~or~~

(i) I reached Lahore at seven o'clock.

(ii) It was at midnight that I heard the

CHAPTER III

An Important Chapter on Corrections.

The Indian students feel that the writing of English is a very easy affair. Just as they write sentences after sentences of their own vernaculars, similarly they can dash off sentences in English. To entertain such an idea is a great mistake. The writing of English depends upon the correct usage of words and the sound knowledge of the rules of grammar. But the Indian students disregard these and consequently they write such sentences as are quite opposed to the spirit of English Idiom. In this chapter we propose to place before the students the various incorrect expressions which should be avoided. For example,

The teacher when comes to the class rebukes the lazy students.

This sentence is the result of the influence of vernaculars. Translated into Urdu the above sentence expresses a complete idea. But the sentence as constituted in English is incorrect. The sentence is known as a vernacularism, as it does not conform to the standard English. It should, therefore, be modified as :

The teacher when he comes to the class rebukes the lazy students.

Our students mostly use the expressions "family-members," "syndicate members," whereas they should say *members of family*, and *members of the syndicate*.

Again a common mistake is noticed when the students are speaking of themselves and others. They mention themselves first and the others last. They thus give vent to their egoism. But English politeness requires that when a person is speaking of himself and others, he should put himself last. For example, it is erroneous to say (*I and he are friends*, in its stead we should use the following expression :—

He and I are friends.

In the same way when we are speaking of ourselves and two other persons we should not put ourselves first but last. For example, we should not say :

I and you and Henry can do this work within a few days.

But we should recast the above sentence so that it conforms to the English idiom. Thus we should say: *You, Henry, and I can do this work within a few days.*

The students should also read the following so as to understand the correct expressions :—

Avoid—I called at his house yesterday, but he was not present.

Say—I called at his house yesterday, but he was not at home.

Avoid—I hope to go at Calcutta in the month of July.

Say—I hope to go to Calcutta in the month of July.
(To go at a man is a slang phrase and means *to begin to box with* a man. It should therefore be avoided. And if we were to say ‘to go at a place’ it would be very ridiculous,

as we cannot possibly box with a town or a city.)

Avoid—The Examination of the first year students will begin from Saturday.

Say—The Examination of the first year students will begin on Saturday.

No!—He is failed in the B. A. Examination.

But—He has failed in the B.A. Examination.

Not—(i) Rev. Mr. Henry Walker.

(ii) Rev. Henry Walker Esq.

(iii) Rev. Walker.

} When we are referring to a clergyman in our writing.

But—(i) Rev. Henry Walker.

(ii) Rev. H. Walker.

(iii) Rev. Mr. Walker.

The above three forms are permissible, when we are addressing a clergyman in writing. But when the clergyman is present we should never say 'The Rev. Walker.' It shows want of good manners. We should, therefore, say

The Rev. Mr. Walker.

or

Mr. Walker.

Avoid—The water of Lahore does not suit me.

Say—The climate of Lahore does not suit me.

Avoid—It was he who made an injury to a woman.

Say—It was he who did an injury to a woman.

Avoid—I will put your loyalty to test.

Say—I will put your loyalty to the test.

Avoid—He took hard labour to write an essay.

Say—He took great pains to write an essay.

Avoid—‘Please excuse me for giving you this trouble.’

Say—Please excuse me for the trouble I put you to.

Avoid—Mohan keeps too much kindness for me.

Say—Mohan shows me very great kindness.

or

Mohan is very kind to me.

Avoid—It is sorry to say that four persons have robbed my money.

Say—It is sorry to say that four persons have robbed me of my money.

Avoid—I am very much shocked to notice that many rich people of this city are devoted to lying.

Say—I am very much shocked to notice that many rich people of this city are addicted to lying.

Avoid—Rama willingly persists in injuring my good name.

Say—Rama wilfully persists in injuring my good name. (Willingly should be used when we do any thing good or right; wilfully should be used when we do a bad thing.)

Avoid—The subject of my thesis is regarding ‘Trade in the Punjab by Rivers.’

Say—The subject of my thesis is ‘Trade in the Punjab by Rivers.’

or

My thesis is on ‘Trade in the Punjab by Rivers.’

Avoid—I generally take to bed at 10 P.M.

Say—I generally go to bed at 10 P.M.

Avoid—When the income-tax is abolished, the people will be deprived of a burden.

Say—When the income-tax is abolished, the people will be freed from a burden.

[*NOTE*—We are deprived of a thing which we are very anxious to keep with us, and we are freed from a thing of which we are tired and wish the sooner it is taken away from us, the better it is.]

Avoid—The wolves were eating the corpse of a horse.

Say—The wolves were eating the caracase of a horse. (Corpse of a man, caracase of a beast.)

Avoid—When the Maharaja returned to his kingdom, the citizens enlightened their houses in his honour.

Say—When the Maharaja returned to his kingdom, the citizens illuminated their houses in his honour.

(The verb *enlighten* is used with regard to the inner enlightenment; i. e., the enlightenment of mind or soul.)

A great blunder is often committed by the student, when equivalent to the expression. *All the day* he uses another expression *whole the day*. **The expression whole the day is incorrect. The correct form of this is 'the whole day'.** But we should not be misled and say since *the whole day* is a faultless expression, *the all day* is also correct.

Not—Mr. Gill was working whole the day.

But—Mr. Gill was working the whole day. ✓

Not—Mr. Gill was working the all day.

But—Mr. Gill was working all the day.

Examples given below also illustrate the wrong way in which the students often express themselves. They should not say—Among all the world.

But—In all the world.

Not—Mohan was absent at the Examination.

But—Mohan was absent at the time of Examination.

Not—Divide this mango in four parts.

But—Divide this mango into four parts.

Not—It is to inform you that Phillip has succeeded to get the job.

But—It is to inform you that Philip has succeeded in getting the job.

Not—Bannerji was successful to obtain a fine site for his house.

But—Bannerji was successful in obtaining a fine site for his house.

Not—Eric failed the last F. E. L. Examination.

But—Eric failed in the last F. E. L. Examination.

Not—At morning time we hear the birds chirping on the trees.

But—In the morning we hear the birds chirping on the trees.

Not—These events took place five, six months ago.

But—These events took place five or six months ago.

Besides, we come across various mistakes in the use of prepositions. Students indiscriminately insert the preposition where they are not needed; and they omit them when their presence is necessary. Study the following few examples of needless use of preposition.

1. Friend I have something to ask to you
(omit *to* before you.)

2. I will send my son to England, when he reaches to manhood. (Omit *to* after reaches.)

3. You must thank to the Principal for the comforts you enjoy here. (Omit *to* after thank.)

4. My anger was roused up at the sight of such a heinous crime. (Omit *up* after roused.)

5. The French forces could resist against the Spanish bandits. (Omit *against*.)

6. It is natural that one brother resembles with the other. (Omit *with*.)

7. It was at Ferozeshah that the English attacked upon the Sikhs. (Omit *upon*.)

8. The prisoner, shut up as he is, feels for the want of fresh air. (Omit *for*.)

9. Don't pick up a quarrel with your neighbours. (Omit *up*.)

10. It is wise for a peaceful man to pocket up an insult. (Omit *up*.)

We give examples where the omission of prepositions has led to mistakes ;—

1. The teacher wished the students to mention him a circumstance. (Insert *to* after *mention*.)

2. Sir, the superintendent of the Boarding House does not listen my complaint. (Insert *to* after *listen*.)

3. I have come to say you that the servant is bitten by a snake. (Insert *to* after *say*.)

4. Every Hindu must pray God daily. (Insert *to* after *pray*.)

5. Have you applied the Principal for leave ? (Insert *to* after *applied*.)

6. Better go and attend your business. (Insert *to* after *attend*.)

7. Will you please comply my request. (Insert *with* after *comply*.)

8. Friends must depend one another. (Insert *upon* after *depend*.)

9. You are a worthless boy; I don't approve your conduct. (Insert *of* after *approve*.)

10. The Head-clerk has quickly disposed the case. (Insert *of* after *disposed*.)

11. Don't impose your servants with too much work. (Its correct form is:—Don't impose too much work upon your servants.)

It is not only that the students omit the preposition where they are required and use them when not needed, but they also use the wrong prepositions. The following few expressions may be carefully studied:—

1. Don't prohibit me to enter the garden. (Instead of *enter the garden* say *from entering the garden*.)

2. I will try to dissuade him to do this. (Instead of *to do this* say *from doing this*.)

3. Early marriage hinders the couple to grow. (Instead of *to grow* say *from growing*.)

4. He has deprived me from the books. (Instead of *from use of*)

5. You should guard your honour from critics. (Instead of *from* say *against*.)

6. Are you convinced with my honesty. (Instead of *with* use *of*.)

7. We rejoice with your success. (Instead of *with* say *at*.)

8. The English triumphed upon the Germ.
 (Instead of *upon* say *over*.)

9. The father was overwhelmed by joy.
 (Instead of *by* say *with*.)

10. Be contended by your lot. (Instead of *by*
 say *with*.)

11. Many plants grow into these fields. (Instead
 of *into* say *in*.)

12. My donkey has rushed in your garden.
 (Instead of *in* say *into*.)

13. I warn you from acting thus. (Instead of
from say *against*.)

14. The opposing armies entered in a treaty.
 (Instead of *in* say *into*.)

15. He sided for him. (Instead of *for* say *with*)

Rowe and Webb state that the Indian students do not know that the English idiom is a fixed thing. It is not in our power to change one word from the idiomatic expressions and to substitute another in its stead. That will result in ridiculous expressions. Rowe and Webb give the following few examples to illustrate the point :—

We should not say

1. To fly at the face of.

But—To fly in the face of.

2. Not—Out of the door.

But—Out of doors.

3. Not—To bring to the bay.

But—To bring to bay.

4. Not—To laugh at one's sleeve.

But—To laugh in one's sleeve.

5. Not—To lie fully stretched.

But—To lie stretched at full length.

Avoid—He is fearful to fail in the attempt.

Say—He is fearful of failing in the attempt.

Avoid—I am bent to come to your house.

Say—I am bent on coming to your house.

Avoid—Mohan is confident to prevail upon him.

Say—Mohan is confident of prevailing upon him.

Avoid—You are putting forth a pretext for staying there.

Say—You are putting forth a pretext for staying there.

Avoid—The student is intent to win a prize.

Say—The student is intent on winning a prize.

Avoid—I have got a passion to play.

Say—I have got a passion for playing.

Avoid—Naresh's fondness to read is proverbial.

Say—Naresh's fondness for reading is proverbial.

Avoid—I dare say you are right to believe this.

Say—I dare say you are right in believing this.

Avoid—The professor of English is fortunate to have a very brilliant son.

Say—The professor of English is fortunate in having a very brilliant son.

Avoid—As soon as I entered the class-room, the boys desisted to talk.

Say—As soon as I entered the class-room, the boys desisted from talking.

Avoid—Even though Ram Nath had done his papers well, yet he despaired to pass.

Say—Even though Ram Nath had done his papers well, yet he despaired of passing.

Again the students should never use the following improper expressions. They show a lack of

good taste and the absence of the knowledge of English idiom. The expressions given within the brackets are the correct forms and they can be used without any hesitation.

Improper expressions with their proper forms within the brackets.

1. I dissent with you. (I dissent from you.)
2. Milk and bread is a nourishing food. (Bread and milk is a nourishing food.)
3. It is equally the same whether you come or you send your brother. (It is the same.....)
4. Regarding this scheme I differ with you. (.....I differ from you.)
5. I have got my leg hurt, but I find no pain. (Say.....I feel no pain.)
6. Will you please close this door. (Shut this door.)
7. It was on a summer's day that I met my old friend. (Say.....a summer day.)
8. I have never seen this *novel* fashion in which women dress themselves. (Say *new* fashion.)
9. Every Christian must say the grace before his meals. (Every Christian must say grace.....)
10. Nazar has got the cold. (A cold.)
11. The boy with his satchel is going to the school. (Going to school.)
12. If I am not mistaken, I may say that you are the very person who cheated Riaz. (If I mistake not.....)
13. People say that the cock is a noisy beast. (A noisy fowl.)

14. Severals present in the meeting expressed their view on the point. (Several persons.)

15. Allow me to add one more reason to what I have so far expressed. (To add one reason more.)

16. The subject matter of the book is not to my taste. (The subject.)

17. Yes I recognise this man. I saw him some ten years ago. (Omit some.)

✓ 18. I want a new pair of shoes. (A pair of new shoes.)

19. Please bring from Lahore a scissors. (A pair of scissors.)

20. I propose to see my friends during these holidays. (Purpose.)

21. Having not considered this scheme I cannot give my opinion. (Not having considered)

22. Mind, I will not pardon you for such another fault. (For another such fault.)

23. A young beautiful woman looks attractive. (A beautiful young woman.)

24. I wish to buy a new pair of gloves. (A pair of new gloves.)

✓ 25. My house is situated opposite the school. (Opposite to the school.)

26. It was about four years back that I met my uncle at Rawalpindi. (About four years ago.)

27. I am unable to understand the three last chapters of this book. (The last three chapters.)

28. Last year this ship carried no less than seventy passengers. (No fewer than.)

29. Don't keep this knife in your hand ; please put it in your pocket. (Into your pocket.)

30. You will get frequent opportunity of doing good to me. (Frequent opportunities.)

31. How sad it is! my every hope is gone. (All my hopes are gone.)

32. They are talking something. (Of something or about something.)

Improper expressions also result from Tautology or (the repetition of one thought or word). Care should be taken in avoiding all such sentences. They generally show that the writer or speaker is too careless to be thoughtful. For example,

1. Whenever I try to do anything, I am always successful in doing it. (Omit always.)
2. I never hesitate to spend, whenever I get enough money. (When)
- ✓ 3. I advise you to return back immediately. (Omit back.)
- ✓ 4. First of all I must listen to what you say. (Omit of all.)
- ✓ 5. Before you leave this place, you must first see the Principal. (Omit first.)
6. The dog plunged down into the river and was drowned. (Omit down.)
- ✓ 7. Michael could lift up the heaviest stones. (Omit up.)
- ✓ 8. I find this street to be the dirtiest of all others. (Omit others.)
- ✓ 9. When the Russians were attacked, they retreated back. (Omit back.)
10. The smoke emitted by my cigar is ascending up into the sky. (Omit up.)
11. Commanded by Satan, the devil raised up the flag. (Omit up.)

12. Rivers descending down the mountains carry a lot of mud with them. (Omit down.)

13. Friends are mutually helpful to each other. (Omit mutually.)

14. It should ever be your constant duty to serve humanity. (Omit ever.)

15. The lecturer then rose up and delivered the speech. (Omit up.)

16. They were moving in a round circle. (Omit round.)

17. I have repeatedly requested you again and again. (Omit again and again.)

18. The benign Government has been very kind to the soldiers. (Omit benign.)

Exercises.

Correct the following :—

1. Many a men were present at the meeting.
2. He could not reach the station in time due to heavy rain.
3. His failure to pass the examination was owing to his illness.
4. The importance of this movement to we Hindus is very great.
5. Hence he is not willing to go, we should go without him.
6. He will come to see us on next Sunday.
7. Kali Das is greater than any dramatist of India.
8. He denied that he had not committed the theft.

9. Mahatma Gandhi came to Lahore on Karachi Mail last month.
10. If it were not for education, man would be different from the animals.
11. Our chief reason for working hard is, because we are afraid of failure.
12. He is cleverer and superior to Madan.
13. He is one of the most, perhaps the most important, leader in the country.
14. A poor friend is good if he be true and has good manners.
15. My brother feels my failure as much, if not more than my sister.
16. The Indian students in England have and are still doing excellent work for Indian freedom.
17. The principal's name is Gappi and lives in Lahore.
18. The subject of my discourse this evening is regarding cleanliness.
19. He is a very clever man and can keep the appearances in all circumstances.
20. I cannot think of an answer at the spur of the moment.
21. I went to Amritsar last week and lived there for three days.
22. Being a simple straight-forward man your proposal strikes me as crooked.
23. I would rather die than to yield.
24. I am sure, he will report the Principal, but I think the Principal will not hear his nonsense.

25. Indian students often come across with serious difficulties of language, manners, customs etc., etc., in England.

26. I have a great desire for being a teacher.

27. The dacoits set the house to fire and made good their escape.

28. In the last Great War, the English sided the Belgians.

29. The Magistrate was convinced regarding the innocence of the man.

30. 'A man's strength can only be tested by the obstacles one over-comes, by the stumbling blocks he removes and by the forest of difficulties he clears.'

31. "It is their belief that life is not meant for action but it should be full of ease, rest and idleness. We are not born here to strike blows, but to take rest like the lotus-eaters, they want to dream and dream away the precious period of their life."

32. When he began to teach the student, who was a perfect duffer.

33. Mr. Mohan is the English Professor in the N. D. College, Ghakhar.

34. He could not pass the examination, which disappointed his parents.

35. If you take part in politics which I am sure you will.

36. The teacher said, " Both of you three please go out."

37. As he was reading a book which his father had given him.

28. " A man whose inclinations lead him to be corrupt and had great abilities."

39. The scandal of Mr. B. who was dragged into light by the newspapers.

40. He was sitting in company with his friends when he was arrested by the police.

41. A wise man finds goodness in things evil and turns every accidents into account.

42. It was with a painful heart that he parted with his friends.

43. Unless you do not help him he is sure to fail.

44. He is not so clever to do your work soon.

45. "Similarly these hard knocks are a blessing to us in disguise."

46. Sham is a student whose head works quickly, but his hands are slow.

47. This student whom I thought was dull, but has proved sensible he has shown good results.

48. The man who was on duty, he has fled away without giving any notice.

49. Gandhi is such a man that any nation might be proud of.

50. I was eager to pay the amount, but my friend would not take.

51. Your book is superior to that of mine.

52. On my way to Calcutta I enjoyed many beautiful sceneries.

53. Mohan has been on sick-bed for the last ten days. (say :—Mohan is ill.....)

54. Let us go for walking. (say :—let us go for a walk).

55. I hope you would go to see Rameshwar.

56. Harbans and Roshan are pulling on well. (It is an expression prevalent with the Indians. It

should be corrected as :—Harbans and Roshan are getting on well.)

57. The members of the committee present in the meeting are discussing about the matter.

58. Has Sardar Singh enough of money ? (It should be corrected as—Has Sardar Singh enough money ?)

59. It was I who replied him in negative.

60. As to whether this composition is to be sent to my friend is a question which requires much consideration. ('Omit as to'.)

61. Gopal has been ill and appears to be very much reduced.

62. My mother and other gentlemen were present in the meeting.

63. Every professor must avail of the privilege leave.

64. The floor-carpets I have bought from Srinagar have cost me dear.

65. All the committee members are keeping good health.

66. We must go the river-side today and enjoy.

67. If I leave Ferozepur for good, I shall have to *part with my friends*. (*Instead of with my friends say part from my friends.*)

NOTE :—*Part with* is used when we speak of *parting with things*.

CHAPTER IV PUNCTUATION.

When we are speaking we make gestures and signs, change our tone here and there, as the occasion demands, and make certain pauses so as to make ourselves clear to our hearers and to impress them if possible. In writing, punctuation marks serve the purpose of these tricks and turns of tone and gesture. They help us to a right understanding of a piece of writing. Without them it will be all a chaos. A correct understanding of punctuation, therefore, is a sign of sound literary merit. It is essential for clear, effective writing. Faulty punctuation causes confusion and thus defeats the aim of the writer. In fact, it betrays an indisciplined mind and foggy thinking. Hence the necessity of learning the use of punctuation marks.

The use of punctuation depends upon the nature of the pause or break which a writer wishes to put on different sentences. But there are certain rules which help the writers to make themselves clear.

1. Full Stop or Period (.)

- (i) It stands for the greatest pause. It is used at the end of a sentence which is complete in construction and sense. For example,
 - 1. Mohan went to the bazar.
 - 2. I came to see you but you were out.
- (ii) It is used after abbreviations ; for example :—
Mr., Distt., Cantt., M. A.,

(iii) After initials as G. D. Kapur.

(iv) After a phrase that serves as a heading, for example :

The Monkey and two Cats.

The Love of Money.

Exercises.

Assign full stops to the following :—

(A) (1) Esq. (2) F.R.C.S. (3) M.A. (4) A.R
Goyal. (5) Cantt.

(B) (i) I have in mind a man with whom I once went walking among the mountains on the French—Italian border. He was enormously particular about trains and arrangements the day or the week before he needed them, and he was wonderfully efficient at the job but as the time approached for catching a train he became exasperatingly calm and leisureed. He began to take his time over everything and to concern himself with the arrangements of the next day or the next week, as though he had forgotten all about the train that was imminent or was careless whether he caught it up or not.

Solution:—I have in mind a man with whom I once went walking among the mountains on the French—Italian border. He was enormously particular about trains and arrangements the day or the week before he needed them, and he was wonderfully efficient at the job. But as the time approached for catching a train he became exasperatingly calm and leisureed. He began to take his time over every thing and to concern himself with the arrangements of the next day or the next week,

as though he had forgotten all about the train that was imminent, or was careless whether he caught it or not.

(ii) It is said that sleep is best before midnight : and nature herself, with her darkness and chilling dews, informs us so there is another reason for going to bed betimes, for it is universally acknowledged that lying late in the morning is a great shortener of life at least, it is never found in company with longevity it also tends to make people corpulent but these matters belong rather to the subject of early rising than of sleep.

(iii) "The other that rides along with him is Tom Touchy, a fellow famous for 'taking the law' of every body there is not one in the town where he lives that he has not sued at a quarter session that rogue had once the impudence to go to law with the widow his head is full of costs, damages, and ejectments he plagued a couple of honest gentlemen so long for a trespass in breaking one of his hedges, till he was forced to sell the ground it enclosed to defray the charges of the prosecution his father left him four score pounds a year but he has cast and been cast so often that he is not worth thirty I suppose he is going upon the old business of the willow tree."

(iv) He was born to all that men covet and admire but in every one of those eminent advantages which he possessed over others was mingled something of misery and debasement he was sprung from a house, ancient indeed and noble, but degraded and impoverished by a series of crimes and follies which had attained a scandalous publicity the kinsman whom he succeeded had died poor, and, but for merciful judges, would have died upon the gallows the young peer had great intellectual powers ; yet there was an unsound part in his body. .

2. Comma (,)

The comma (,) is the shortest pause in the English language. We cannot read any passage breathlessly hence we require the use of comma, suggestive of a pause. Without the correct use of comma the sense cannot be grasped ; and in writing ignoring its use becomes a chaos. The comma, therefore, helps us in making ourselves exact in what we have to say. Below are given the rules for the correct use of comma :—

I. Nominatives of address are marked off by comma :— Mohan, get out of my class. God, help us.

II. The various simple parts of a compound sentence are separated by commas ; as,

- (i) In the great revolution some people lost their lives, others were wounded, and some were rendered homeless.
- (ii) "Crafty men contemn studies, simple men admire them, and wise men use them."

III. When there are three or more nouns or adjectives they are separated by commas ; as,

- (i) Men, women, and children were present in the hall.
- (ii) Mountains, oceans, and forests are the sublime productions of nature.

IV. The pairs of words in a sentence are also separated from one another by commas ; as,

Life is packed with worry and anxiety, misery and agony, disillusionment and disappointment.

V. Phrases or explanatory sentences, occurring at the beginning, middle, or end of a simple sentence are separated by commas ; as,

- (i) To be frank, I know nothing of the matter.

(ii) The man, having been caught by a thief, was murdered by him.

(iii) I love you the most, leaving all persons aside.

VI. A comma is placed where a verb is understood : as,

(i) I work more, he, little.

(ii) My house is well furnished, his, inadequately.

VII. A comma is placed before the words, *though*, *but*, and *not* ; as,

(i) He is happy, though poor.

(ii) He is a good orator, but a bad man.

(iii) I follow reason, not whim.

VIII. The words *In fine*, *however*, *doubtless*, *Indeed*, *nevertheless*, should be separated from the rest of the sentence by commas.

(i) In fine, the matter was put to votes.

(ii) However, I can trust you even now.

IX. A comma is also used to separate the phrases in apposition ; as, Shakespeare, the greatest dramatist, was a very practical man.

X. A comma is used to separate the adverbial clauses ; as, If I live, I am sure to thrive.

Exercises.

Insert commas where necessary :—

(i) Now save once I have never lost a train in my life. The exception was at calais when the Brussels express did in defiance of the time-table really give me and others the slip carrying with it my bag containing my clothes and the notes of a most illuminating lecture.

I chased that bag all through Northern France and Belgium inquiring at way-side stations wiring to junctions hunting among the mountains of luggage at Lille.

Solution of the above :—Now, save once, I have never lost a train in my life. The exception was at Calais when the Brussels Express did, in defiance of the time-table, really give me and others the slip, carrying with it my bag containing my clothes and the notes of a most illuminating lecture. I chased that bag all through Northern France and Belgium, inquiring at way-side stations, wiring to junctions, hunting among the mountains of luggage at Lille.

(ii) “ This I think was particularly noticeable in the very year when I happened to be a freshman. The fourth year the graduating class of that moment represented a galaxy of intellectual capacity which was probably unparalleled in the history of the human mind. I state this in positive terms because I myself witnessed it. I knew or at any rate I saw and heard these very men. It will always remain with me as a source of gratification till I die that it was my lot to enter college at the very time when the fourth year represented an exaltation of the intellect never since equalled.”

(iii) “ Last night when the long miles of beds lay wrapped in darkness Miss Nightingale would sit at work in her little room over her correspondence. It was one of the most formidable of all her duties. There were hundreds of letters to be written to the friends and relations of soldiers ; there was the enormous mass of official documents to be dealt with ; there were her own private letters to be answered ; and most important of all there was the composition of her long and confidential reports to Sidney Herbert. These were by no means official communications. Her soul pent up all day in the restraint and reserve of the vast responsibility now at

last poured itself out in these letters with all its natural vehemence like a swollen torrent through an open sluice."

Solution of the above :— ' Last at night, when the long miles of bed lay wrapped in darkness, Miss Nightingale would sit at work in her little room, over her correspondence. It was one of the most formidable of all her duties. There were hundreds of letters to be written to the friends and relations of soldiers ; there was the enormous mass of official documents to be dealt with ; there were her own private letters to be answered, and, most important of all, there was the composition of her long and confidential reports to Sidney Herbert. These were by no means official communications. Her soul, pent up all day in the restraint and reserve of a vast responsibility, now at last poured itself out in these letters with all its natural vehemence, like a swollen torrent through an open sluice.

(iv) ' I now bethought me that as I had a carriage of my own I might as well make use of it ; I, therefore, got into the cart and taking the reins in my hand gave an encouraging cry to the pony whereupon the sturdy little animal started again at as brisk a pace as if he had not come a long mile. I lay half reclining in the cart holding the reins lazily and allowing the animal to go just where he pleased often wondering where he would conduct me. At length I felt drowsy and my head sank upon my breast ; I soon aroused myself but it was only to doze again ; this occurred several times.'

(v) ' He now, therefore, assumed a look of importance and in an angry tone began to examine the sailor demanding in what engagement he was thus disabled and rendered unfit for service. The sailor replied in a tone as angrily as he had been an officer

on board a private ship of war and that he had lost his leg abroad in defence of those who did nothing at home. At this reply all my friend's importance vanished in a moment ; he had not a single question more to ask ; he now only studied what method he should take to relieve him unobserved.'

(vi) 'The daylight is fading the evening star is slowly brightening in the sky but still there is time to seek something new. Come let us start on a fresh voyage. We may not be successful in our lust for new experience, but, who knows ? We may be victorious. Many enjoyments have gone for ever but still we are the proud possessors of heroic hearts and firm wills which will make us loyal to our country until we sleep in a victor's grave.'

3. Semi-colon. (;)

The Semi-colon (;) is the next important stop. It indicates a longer pause than that of the comma.

Its uses :—

I. When we use the expressions *as*, *i.e.*, *e.g.*, *viz.*, we should put a semi-colon before them and a comma after them. For example,

- (i) The proper nouns do not take *the* before them ; as,
- (ii) The prosperity of Count Fosco amounted to a very high sum ; viz, Rs. 24,0000.

II. When there are some sentences similar in meaning, they are connected by a Semi-colon ; as,

- (i) This medicine is very effective for cholera ; there are others in the Ayurvedic system which are equally efficacious.
- (ii) My brother is studying in England ; my father is carrying on trade in America.

III. The Semi-colon is used to connect the various co-ordinate clauses, beginning with *and*, *but*, *either*, or.

- (i) "Hasty and incosiderate connections are generally attended with great disadvantages ; and much of every man's good or ill fortune depends upon the choice he makes of his friends."
- (ii) Who so keepeth the law is a wise son ; but he that is a companion of riotous men shameth his father." (*Nesfield*).

4. Colon (:)

The following are the most important uses of a Colon :—

I. A Colon is generally used when the first clause of a sentence is complete in sense and the next clause which begins with the *conjunction understood* is connected in thought with the first clause. For example,

Try to live noble life : there is nothing better than it.

If the above sentence had been connected by the conjunction *for* which is understood in it, the clauses would have been separated by a semi-colon ; as, 'Try to live a noble life ; for there is nothing better than it.'

II. It is used to introduce a quotation ; as, The Holy-book says : The fruit of labour never runs dry.

III. It is used in enumerating a list of objects or in giving their details ; as

- (i) Keats's best poems are : Isabella, Hyperion, ode to Nightingale, and Lamia.
- (ii) My two best friends are : Som and Ved.

5. The Interrogative Mark (?)

The Interrogative Mark or the Question Mark is the simplest in its use. It is placed after the sentence which asks a direct question, as,

Where is my book ?

6. Note of Exclamation (!)

A Note of Exclamation is used after the words which express any sudden emotion, sorrow, joy, anger, fear, longing, or surprise.

- (i) Ah ! I am ruined.
- (ii) Strange, you have come !
- (iii) " O Liberty ! O Liberty ! what crimes are committed in thy name."
- (iv) Hurrah ! Hurrah ! we are successful.

7. Inverted Commas (" ")

(i) The Inverted Commas or Quotation Marks are used at the beginning and end of a quotation ; as,

You must remember the oft-quoted words of your professor, " God helps those who help themselves."

(ii) The Inverted Commas are used to denote a direct speech ; as,

When I met Shastri, he said, " You should work hard, otherwise you are doomed."

(iii) When a word is used in a new or special meaning, it is enclosed by the Inverted Commas.

Note :—When a quotation occurs within a quotation, single inverted commas (' ') are used ; as,

He said, "The first item on the programme is a lecture by Mr. N. C. Kanwar on, 'Live and let live.'

8. The Hyphen (-)

1. It is used to form compounds :—

Father-in-law, pen-knife, boat-house.

2. It is used when we want to divide words into syllables :—Touch-stone, knit-ting, pa-tience, know-ledge.

9. The Dash (-)

(i) It is used to mark a parenthesis.—It was on the night of the 12 th June—the night that was very dark—that I saw a number of thieves.

(ii) It is used in the place of the preposition 'to' as, 1932—34, P.P. (Pages) 18—32.

(iii) It is used in the place of a suppressed letter or word ; as, Mr—is a very learned man.

(iv) It is used to indicate an unexpected turn or sudden break in a sentence ; as “Johnson's aesthetic judgments are almost invariably subtle, or solid, or bold ; they have always some good quality to recommend them—except one : they are never right.”

10. The Apostrophe (')

(i) It is used to show that a letter has been omitted from a word ; as Don't, you 'll, is n't.

(ii) It is used to form a possessive case ; as, your father's horse is running wild.

(iii) It is used to form plurals of figures and of the capital letters ; as,

(i) Write down three 9's, and four 7's.

(ii) P's and Q's, M.A's, M.P's.

Brackets are used to mark a parenthesis when dashes are not used.

Capital letters.

The capital letters are used to indicate

1. The first word of a sentence :—The man I saw was a thief.

2. The first word of every line of poetry :—

: “O king,” she cried, “ in an evil hour.

They drove me from thy gate ;

And yet my voice must rise to thine ears ;

But alas ! it comes too late ! ”

3. The names of public and other Associations and Institutions. As The Punjab Government, Calcutta University.

4. The Personifications ; as,

(i) “ I saw old Autumn in the misty morn stand shadowless like silence, listening to silence.

(ii) “Come, Stern Duty.”

5. The important words in the heading of an essay.

6. The first letter of the title of a book, of a Newspaper, or the like ; as,

(i) The Hindu Herald.

(ii) Gulliver's Travels.

7. Proper Nouns and Proper Adjectives. As, Ram Chandra, An *Indian* street, The *English* Navy.

8. The pronoun I, and the interjection O.
9. Names of the Deity, and pronouns relating to it. God, Lord, Almighty.
10. The important historical events. As, The Great War. Indian Mutiny.
11. The first word of a direct narration put within inverted commas. As, He said, "His name was not mentioned."

Exercises.

Punctuate the following passages :—

I. Mr. Robinson replied carry you do good in your own way and I in mine each of us according to our lights but let me say this I would rather be instrumental in gods hands of converting a sweeper than of stealing one of your richest people.

II. The most complete and healthy sleep that can be taken in the day is in summer-time out in a field there is perhaps no solitary sensation so exquisite as that of slumbering on the grass or hay shaded from the hot sun by a tree with the consciousness of a fresh but light air running through the wide atmosphere and the sky stretching far overhead upon all sides earth and heaven and a placid humanity seem to have the creation to themselves there is nothing between the slumberer and the naked and glad innocence of nature.

Solution :—The most complete and healthy sleep that can be taken in the day is in summer-time, out in a field. There is, perhaps, no solitary sensation so exquisite as that of slumbering on the grass or hay, shaded from the hot sun by a tree, with the consciousness of a fresh but light air running through the wide atmosphere, and the sky stretching far overhead upon all sides. Earth, and heaven, and a placid humanity seem to have the

creation to themselves. There is nothing between the slumberer and the naked and glad innocence of nature.)

III. The Rathor youth felt very unhappy as he stood irresolute in the cold grey light of early dawn he had let Durja Singh escape and was half-sorry half-glad that he had done so the man had stolen all that was his the stately fortress pride of place power over a hundred vassals and a seat of honour in the Councils of the Maharana. There was something else too that made Tej Singh sad something he dared scarcely admit to himself.

IV. At eight years of age James had his daily labour to perform as steadily as Thomas the latter went to work among the neighbours often imposing thereby a heavy responsibility upon James who looked after the stock and farm at home he could chop wood milk cows shell corn cultivate vegetables and do many other things that farmers must do.

V. A wolf a fox and a donkey were conversing together on the instability of the present world they came to the conclusion that it would be the right thing to confess their sins at the shrine of some holy man and repent of their misdeeds there was a saint's tomb in the forest and arrived here each began to declare his sins the wolf said alas how can I hope for pardon my hair stands on end when I recall one particular piece of cruelty.

Solution of the above—A wolf, a fox, and a donkey were conversing together on the instability of the present world. They came to the conclusion that it would be the right thing to confess their sins at the shrine of some holy man and repent of their misdeeds. There was a saint's tomb in the forest, and, arrived here, each began to declare his sins. The wolf said, "Alas ! how can I hope for pardon ? My hair stands on end when I recall one particular piece of cruelty."

VI. Though fond of many acquaintances, I desire an intimacy with a few the man in black whom I have often mentioned is one whose friendship I could wish to acquire because he possesses my esteem his manners it is true are tinctured with some strange inconsistencies and he may be justly termed an humourist in a nation of humourists.

VII. The sun and the wind once fell to arguing which was the stronger the wind said that she could tear up and toss away the mighty trees and grand buildings and even mountains she could create tempests on the ocean and sink ships turn day to night and with a mere shudder stop the business of the world the sun said that nothing could withstand his heat.

VIII. Here is a little girl in her frock standing on the chair close by a glass bowl in which fish are swimming, placed on a stand the girl has climbed on to the chair and is just having a peep at the fishes they are perhaps gold-fish and their bright colour has attracted her fancy the girl seems to have an opportunity of doing mischief as no one is near she is very alert and is looking on all sides.

IX. Clive marched from Calcutta with three thousand men and nine guns Sirajuddaula on the other hand reached Plassy with a force of fifty thousand horse and foot including forty or fifty Frenchmen and over forty guns the battle was fought on the 23rd of May 1757 before the commencement of the action Siraj-ud-daula placed his turban at Mir Jafar's feet and asked his forgiveness.

Solution :—Clive marched from Calcutta with three thousand men and nine guns. Siraj-ud-daula, on the other hand, reached Plassy with a force of fifty thousand horse and foot, including forty or fifty Frenchmen, and over forty guns. The battle was fought on

the 23rd of May 1757. Before the commencement of the action Siraj-ud-daula placed his turban at Mir Jaffar's feet and asked his forgiveness.

X. We have no wings we cannot soar
 But we have feet to scale and climb
 By slow degrees by more and more
 The cloudy summits of our time
 The heights by great men reached and kept
 Were no attained by sudden flight
 But they while theirs companions slept
 Were toiling upward in the night.

XI. Jim and the Captain had been fellow students long ago since then Jim had acquired a good deal of knowledge and educated himself in many ways when the Captain discovered this he could not understand why Jim should wish to waste his opportunities by going out to sea.

XII. Mr. Pringle who was very near laughing himself answered with great good humour well then Mrs. Bornbay I suppose we must do without it and I do not think there will be much danger either he then took his departure leaving Mrs. Bornbay quite determined that agnes should drink water. (*Punjab University.*)

XIII. I don't know you I thought yours was the courage that dared the utmost careless of defeat here is life offering is the best that life can give and you dare not grasp at it for fear it will turn to dust in your hand we're to dream away the rest of our lives in tepid sadness rather than risk utter disaster for utter happiness I do not know you. I never thought you were a coward.

(*P. U. Inter. 1933.*)

CHAPTER V

Many students in the Intermediate Classes confuse idiom with proverb. When asked to write an idiomatic style they think that they are expected to sprinkle over their writing as many proverbs as they can afford to. Or, in numerous cases, they use big words the meaning of which is only imperfectly known to them. They do not know that an idiomatic style is always simple and vigorous, never heavy or full of threadbare expressions. By idiom we mean the peculiar uses of particular words and also particular turns of expression which become fixed in language by long usage. For instance English idiom requires that a speaker should say "He and I" and not "I and He" as in our Indian idiom. The second form is not incorrect grammatically but it is not consistent with the English idiom, hence it is not idiomatic. Some people say, "At the spur of the moment"—apparently there is nothing wrong with this expression; but it offends against English Idiom. The correct form of it is "On the spur of the moment." We say "two sides of the mirror"; but we say "two sides to a question, and not *of* a question, because that will be unidiomatic. Here we see that the prepositions, little things though they seem, are yet the decisive factors. In fact, these prepositions are such slippery, elusive little things that one finds hard to keep one's balance while dealing with them. A foreign-student's scholarship is tested by the way he uses these prepositions.

An idiomatic style, therefore, consists in using accurate and precise words and phrases. "It would not be easy to tell why we can say "make a journey" and not

"make a walk," but must say "take a walk"..... or why we speak of a bird flying as a "bird on the wing" and yet must speak of a man walking as "on foot" and not "on the foot"; or why we say "take in hand" and not "take in hands";.....or why we must say "live from hand to mouth" and not "live from the hand to the mouth." (Mcmordie). Long usage has fixed these idiomatic expressions in the English language and no one can violate them without going wrong. Moreover, we must be careful to note the exact arrangement of words in an idiomatic phrase, for a slight alteration in their order may render the phrase meaningless. For instance, we say "To move heaven and earth." To say "To move earth and heaven" will become unidiomatic and for all literary purposes, meaningless. Again a slight omission or a slight addition may cause an absurdity. Students often write "A drowning man catches a straw," which is foolish. "At" must be used after "catches," or "He paid him in his own coins." "Coins"—a bare addition of "s"—makes it an absurdity. It should be "coin" and not "coins."

We give below some idioms and their use. We hope the students will read them carefully and write them in their own sentences to make sure that they understand their meaning.

ENGLISH IDIOMS.

PART A.

Abide by—stick to.

He is faithful enough to *abide by* the promise he has made.

Abound in—full of.

Kashmir *abounds in* springs and streams.

Above-board—frank, open.

His dealings are always pure and *above-board*.

Accede to—grant, agreee to.

He *acceded to* my request.

Accomodate with—help.

Ram *accomodated* his friend *with* a loan without interest.

Account for—to be the cause of, to be responsible for.

His extravagance *accounts for* his poverty and disgrace.

Of his own accord—of his own will, without compulsion.

He extended this help to me *of his own accord*.

Against the grain—against one's liking.

The books of dull boys are generally so d marked that it goes *against the grain* to buy them because one's study.

All but—almost.

The poor beggar was *all but* naked.

All in all—all powerful, sole authority.

Professor B is *all in all* in his department.

To answer a purpose—to serve a purpose, the life in

This coat is quite shabby, but it will ^sposition.

As a rule—generally.

I am, *as a rule*, against discussions on ^{pu}r, as they subjects.

At home—to be fully acquainted with it.

They discussed the principle of non-violence, but only one person among them was *at home* in the subject.

At cross purposes, to be—to oppose each other.

The two teachers of English in the R. N. School are always *at cross purposes* with each other.

At sixes and sevens—in disorder.

All my books are lying *at sixes and sevens*.

At a pinch—in a difficulty, under pressure of circumstances.

He is a difficult man but he was so cornered that he had to accept our terms *at a pinch*.

Back out—withdraw from a contract.

of He has lost his credit with the people because he and I *backed out* of the contract.

Back up—to support.
hope of He has got an increment because he was *backed up* by them in the understanding officer.

Backstairs influence—secret, not legal.

has risen in life by the *backstairs influence*.

Trap—to lure the victim.

bogus Insurance Companies have been via. Their promise of high interest is only

Abide by *trap* for the simple minded.

Be at the bargain—in addition.
He is *at the bargain*. In his failure he lost not only the money of his has made. ut the respect of his teachers *into the bargain*,

Bask in—to enjoy.

He is *basking* in the favours of the Principal because he always humours him.

Bear the brunt of—to endure the main shock of.

The eldest member in a joint family has to *bear the brunt of* the struggle for existence.

Bear down—to crush by force.

Mohan *bore down* all opposition in the college.

Bear out—to confirm.

You will *bear me out* that I did not utter a single word against him.

Bear with—to tolerate.

A true friend will always *bear with* the infirmities of his friend.

Beat the air—to waste effort.

All this clamour for reform is nothing but *beating the air*.

Behind the scenes—to know the secret working of a thing.

He has threatened to ruin their business because he knows their affairs *behind the scenes*.

Bide one's time—wait for an opportunity.

If one *bides one's time*, one is sure to get a chance to pay off old scores.

Bird's eye view—a general view, not detailed.

Mr. A. gave us a *bird's eye view* of the life in Europe.

Birds of a feather—persons of like disposition.

Banarsi and Jagdish are always together, as they are the birds of a feather.

Blessing in disguise—something which is apparently not, but in reality, is a blessing.

Advertising is more often than not a *blessing in disguise*.

Blow over—pass away unnoticed without doing any harm.

There is a great opposition to the reform of untouchability but it will soon *blow over*.

Once in a blue moon—rarely.

In some colleges composition work is done only once *in a blue moon*.

Blunt the edge of—to make ineffective.

His speech was powerful enough to *blunt the edge of* his adversary's arguments.

Body and soul—completely.

He is devoted, *body and soul*, to this cause.

To breast—to face, to overcome.

He *breasted* the Waves of life manfully.

Blue devils—low spirits, depressed feelings.

To brave dangers—to overcome.

He succeeded because he never feared *to brave the dangers* of life.

Break up—dissolve.

The meeting *broke up* before any important resolution could be passed.

Bring about—to cause to happen.

It was liquor which *brought about* his death.

Bring Home—to make one fully understand, to convince.

I *brought the charge home* to him.

Bring round—to help a man to recover.

I am sure this medicine will *bring him round*.

Bring under—to subdue.

The Moghal forces could not *bring under* the brave Sivaji.

Bring out—to expose.

The trial of Mr. P has *brought out* many surprising things.

Brood on or over—To consider long and gloomily.

One should never *brood on one's failures*.

By long odds—by far, decidedly.

He is *by long odds* the ablest writer of English fiction.

Call in question—doubt.

No body can *call in question* his honesty.

Call forth—to bring out.

Hard times *call forth* the best qualities in man.

Call names—to abuse.

It is always bad to *call names* to any one.

Care a snap—care little, disregard.

I *care a snap* for what he says about me. We also say "care a fig, a straw, a pin etc."

Cast about—to look for.

He will *cast about* for an opportunity to hit you hard.

Cast down—in low spirits.

Ever since the death of his friend he goes about rather *cast down*.

Cast in one's teeth—to report.

Ram *cast it in his teeth* that he had seen him in the gambling den.

Cast up—to calculate.

The life of a cashier is spent in *casting up* figures for others,

Catch napping—to catch one shirking one's duty.

The police constable was sleeping at his post. He was *caught napping* by his officer.

Cat's paw—a tool in some body's hand.

Intelligent students make a *cat's paw* of dull students in strikes.

Chicken-hearted—cowardly.

He is a *chicken hearted* fellow.

Chime in with—to agree to.

Krishna *chimes in with* the opinion of any one near him.

Clip one's wings—to deprive one of power.

The Minister was ambitious but the council *clipped his wings*.

Close with—to accept.

The offer seems to be favourable, you should *close with it*.

A close shave—(colloquial) a collision of two forces, *a close fight*.

Collect oneself to—to regain self control.

The news of dismissal from service stunned him but he *collected himself* soon.

Come to grief—to fail, end unfortunately.

He who follows the path of evil soon *comes to grief*.

Cold comfort—something proffered as *comfort* but which instead of consoling only increases the pains of the sufferer.

Come to a head—to mature.

The conspiracy of the students *came to a head* and they struck work.

in some off with flying colours—to come out glorious.

E He has *come off with flying colours* at the Intermediate Examination.

Come upon—to find accidentally.

E While roaming about the fields he *came upon* a rising sun.

Come short of—to be less than is expected.

His division in the examination has *come short of* our hopes.

Creature comforts—things which give us only *bodily comfort*.

People of ascetic nature do not like creature comforts.

Creep up one's sleeve—to win the favour of some one.

By his shrewd ways he has managed to *creep up the sleeve* of his boss.

Creep in--to enter stealthily.

In a bad company evil does *creep in* us, inspite of our effort.

Crow over—to exult meanly.

Only mean people *crow over* their defeated enemies.

Cry down—to make little of.

The success of Russia is often *cried down* by its enemies.

Cry up—to make much of.

The little that he does is *cried up* by his friends.

Curry favour—to try to win favour.

He is always trying to *curry favour* with his employer.

Cut in—to enter into talk in an illmannered w C.

Cut short—to interrupt. stHe

He was giving a sermon when he was *cut shme* a rude fellow.

Cut to the quick—to cause acute pain. its

His bitter remark *cut him to the quick.* tree

Cut up—to injure one's feelings.

His enemies will not spare *cutting him p* a severe criticism of his book.

Dance attendance on—to humour one.

" He got the post by *dancing attendance* upon his officer.'

Do away with—to remove.

We are trying to *do away with* untouchability.

Drag into mud—to dishonour.

The open trial of the case has *dragged his name into mud.*

Drive into a corner—force one into difficult position.

The cross examination of the pleader *drove him into a corner.*

✓ **Drop off**—to sleep.

He *dropped off* during the lecture.

Drop through—to miscarry.

On account of his treachery all their plans *dropped through.*

Eat one's words—to retract under compulsion.

When the culprit was given tortures by the police, he had to eat his words.

End in smoke—come to nothing.

With all our zeal, our excursion programme *in smoke*.

✓ **Egg on**—to urge on.

He was *egged on* by his class-mates to *boulder* mischief.

Face the music—to face a difficult *lim the slip*. arisen out of one's conduct.

Fall in with—to agree with. intend giving

It is difficult for an independent with his colleagues in any unjust action, d driven out.

Fall out—to quarrel, to disagree. e is that the dis-

The two friends *fell out* in money

Fall through—to miscarry.

As neither of us would agree, given a fine tone to through.

Fawn upon—to flatter.

In these days one who knows seen hanging about one's superiors succeeds.

Feather one's nest—to r stent.

not one's own, while holding a p ot hang together.

It is an open secret that a innocent, honest. his own nest while he has oppohands, if we wish to be

In high feather, to be to be in a fine trim. **With one**—to have a

On the day of election the union is *in high feather*. a tion. ve no vigour.

✓ **Flare up**—to suddenly grow backbone to stand against

He *flared up* at the rema nighly.

✓ **Follow suit**—to do the s backbone.

If one student speaks, th be genuine.

Follow in the wake of—follow the track of.

Cut amine followed in the wake of earthquake in
Cut.

He ~~away~~ away—to waste.
a rude fe. ~~fooling~~ fooling away his time in the company of
Cut to th

His bitter **writing**—writing that is for the day

Cut up—to soon passes from notice; such as articles
magazine.

His enemy's severe criticism—to outstrip others in competition.

Dance attent—students get ahead and win prizes.

"He got the live pleasantly.
officer." and wife are getting along quite

Do away with—

We are trying to get into a difficult situation.

Drag into mud—scrab for not buying a railway

The open trial of to mud.

with the bag of money.

Drive into a corner—to prevail with a person.

The cross examination at his son could not get him into a corner.

Drop off—to sleep. to finish.

He dropped off during my book.

Drop through—to into master it.

On account of his tre before you write it.
through about.

Eat one's words—to rid of the absconder.

When the culprit was gince—to approve, support.
he had to eat his words. countenance to this unjust

End in smoke—come to

Give in—yield.

We pushed the door and it *gave in*

Give one a cold shoulder—to treat indifferently.

At the hour of need he *gave me the cold shoulder*.

Give one the slip—to avoid one.

The debtor saw the creditor and *gave him the slip*.

Give one a trimming—to scold one.

He insulted me in the school and I intend *giving him a trimming*.

Go to the wall—to be neglected and driven out.

The philosophy of the modern age is that the disabled should *go to the wall*.

Give tone to—to invigorate.

The personality of Gandhi has *given a fine tone* to our politics.

Hang about—to loiter.

A suspicious looking fellow was seen *hanging about* my house, so I informed the police.

Hang together—to be consistent.

These two statements do not *hang together*.

Have clean hands—to be innocent, honest.

Let us always have clean hands, if we wish to be pure.

Have a crow to pluck with one—to have a difference which requires explanation.

Have no backbone—to have no vigour.

An immoral man *has no backbone* to stand against the righteous.

To the backbone—thoroughly.

He is communalist *to the backbone*.

Have the right ring—to be genuine.

His speech on co-education had not the right ring about it.

Have it out with—to decide the issue by a quarrel.

Last evening he made a remark about me, so I shall have it out with him some day.

Hold back—to hang back.

It is wrong to hold back when our friend is in trouble.

Hold candle to—to be a match, to be worthy of.

With all his education he cannot candle to your learning.

Hold one's own—to maintain one's position.

In spite of jeering from the opposite party, he held his own in debate.

Hold one's head high—to bear oneself proudly.

Hollow compliment—insincere compliment.

Get away. I know you are offering me hollow compliment.

Hornet's nest—a source of trouble, angry remarks.

His article on co-education in the Tribune brought a hornet's nest about his ears.

To hunt with the hounds and hold with the hare—to play a double game.

Hush money—money given to silence opposition or inquiry.

He escaped punishment by giving hush money to the man in charge of his case.

Idle compliment—insincere compliment.

Ill starred—unlucky.

In bad odour with—not in favour of.

Ram is *in bad odour* with his master.

In one's element—to be in a place of one's liking.

He is *in his element* when he is discussing some religious point.

In one's sleeves—secretly.

He laughed *in his sleeves* at the silly remark of his friend.

Jaundiced eye—prejudiced eye.

He is jealous of Ram's popularity, so he always looks at what he does with a *jaundiced eye*.

Jog a person's memory—to remind one of something forgotten.

Keep in with—to continue to agree with.

You must *keep in with* your officer if you wish to retain your post.

Keep one's head above water—to tide over difficulties.

If the people of Bihar *keep their heads above water* in this year of famine, they may hope to do well next year.

Keep pace with—to progress along with.

I cannot *keep pace with* Partap in English.

Keep up appearances—to preserve one's outward dignity or composure.

Although he is a pauper to-day, yet he *keeps up appearances*.

Knock about—to go about aimlessly.

You will find Krishan *knocking about* the village the whole day.

Knock on the head—to crush.

I knocked the arguments of my adversary *on the head*.

Knock together—get together hurriedly.

We received the information rather late, so we *knocked together* a few things and made ready for his reception.

Knuckle under—to submit.

Rabbie growled and the street dog *knuckled under*.

Lay on the shelf—to put aside.

The scheme to start a school for the blind has been *laid on the shelf*.

Leave one in the lurch—leave one at the time of need or difficulty.

So long as he was rich, Ram was always with him now that he has become poor and wants his help, he has *left him in the lurch*.

Let down—to permit, to fall.

His colleagues *let him down* at the critical time.

To the letter—in every detail.

His information was true *to the letter*.

Let the grass grow under one's feet, to—to delay.

Please do it at once, don't *let the grass grow under your feet*.

Live in glass houses—to be not above criticism.

Those who *live in glass house* should not fling stones at others.

Look through—to penetrate, to understand.

I *looked through* his design and prepared myself to meet him.

Lost to all feeling—hardened.

Money makes a man so selfish that he becomes *lost to all feeling* for the poor.

Make after—to run after.

The police constable *made after* the thief.

Make-believe—

For a child a stick becomes a horse, and a chain mountain. He lives in a world of *make-believe*.

Make headway—progress.

The movement for the reform of theatres is *making headway*.

Make fish of one and flesh of another—*in the deal partially.*

Communalism teaches us to *make fish of one and flesh of another*.

Make it up with—to settle one's difference.

I have *made it up with* him and no more.

Make light of—treat lightly.

Those who *make light of* what their friends never succeed.

Make mountain of a molehill—*out of a trifles.*

Make a short work of—to bring decided, open to end.

The invaders who laid waste Delhi *made short work of* those who opposed them.

Make a mess of—to spoil by conf.

By his untimely interference he *wen-down* circumstances.

Make neither head nor tail—now he is poor and nothing.

could *make neither head nor tail*.

Mingle in the street—an average for I was feeling *out*

R A successful politician is one who appeals to the *man in the street.*

Knock Mealy-mouthed—mean flatterer.

recept: Don't believe him : he is *mealy-mouthed*.

Knif **of human kindness**—sympathy and love, Ratiy feeling.

Lay **Hamid** is full of milk of human kindness.

The **key** **with**—to play with a thing mislaid on thsly.

Leave is dangerous to *monkey with* an electric fan. of need or **ado about nothing**—much fuss over a

So long now that hsome the municipal election is *much ado about has left him*

Let down—inborn, natural.

His collective gift for preaching helped him to become **To the lettrmer.**

His informime—at the opportune moment.

Let the grcted help came in the *nick of time*. delay. **wonder**—a thing that excites won-

Please do it at me.

your feet. Rama Bai created a great interest at

Live in glass ed to be only a *nine days' wonder*.

Those who live salt—said of a worthless fellow. stones at others. thinking him to be a good work-man

Look through—e was not *worth his salt*.

I *looked through*—to bear a grudge. meet him. tiff he has *nursed a grudge* against

Lost to all feeling

Money makes a ma preparation ; rough. lost to all feeling for thway and gave an off hand speech.

I went to him with an application but he dismissed me in *an off hand* way.

Oily tongue—honeyed tongue.

✓The fame of Madan is due to his *oily tongue*.

On the spur of the moment—just at the moment.

It is difficult to answer certain questions *on the spur of the moment*.

On tenter hooks—in suspense and anxiety.

I was *on tenter hooks* so long as he did not acknowledge my letter.

Open—public.

Seth G's affair is *an open* scandal in Lahore.

Open—frank.

He has *an open* heart.

Open handed—generous.

Gulab Chand is a very *open-handed* man.

Open hearted—sincere.

Open question—question not yet decided, open to discussion.

Out and out—completely.

He is *out and out* a rogue.

He is *out and out* the best boy in his class.

Out at the elbows—in broken-down circumstances.

Some years ago he was rich but now he is poor and *out at the elbows*.

✓**Out of sorts**—not well.

I could not attend his lecture for I was feeling *out of sorts*.

Palm off—to impose something fraudulently on a person.

The street hawkers *palm off* stale fruits on little children.

Palmy days—prosperous days.

Everybody wore Khaddar in the *palmy days* of the Swadeshi Movement.

Pay off old scores—to have revenge.

Time is a great equaliser, if we wait we are sure to get an opportunity of *paying off scores*.

Pay one off—to punish by way of revenge.

Krishan got an opportunity of *paying Ram off* for the injury he did to him.

Pay for—to make amends for ; suffer.

We often *pay for* our mistakes with the loss of health.

Penelope's web—something which is constantly being done but which never comes to an end.

Life's worries are a *penelope's web*.

Pitch upon—to choose.

He *pitched upon* a rogue to do the evil deed for him.

Play one false—to deceive.

I had great confidence in him but he *played me false*.

Pocket an insult—to submit to an insult.

A man of courage can never *pocket an insult*.

Point blank—direct.

I asked him for that book but he refused *point blank*.

Plume oneself on—to be proud of something.

Zohra always *plumes herself* on her distinction in Mathematics.

Provide against a rainy day—to save money for emergency.

A prudent man is one who *provides against a rainy day*.

Pull a long face—to feel distressed.

He *pulled a long face* when I refused to give him my book.

Pulled down—weakened.

He had fever yesterday, therefore, he looks *pulled down*.

Pull down—to humble.

His pride was *pulled down* by the rebuffs of fortune.

Pull down—to raze.

He *pulled down* his old house and built a new one in its stead.

Pull to pieces—to refute, to knock the bottom out of.

He *pulled* the arguments of his opponent *to pieces*.

Put a good face on—to bear manfully.

He who wants to succeed must learn how to *put a good face on* his defeat.

Put up with—to bear.

One has to *put up with* insults to earn one's livelihood.

✓ **Put one up to**— to incite.

It was Ram who *put him up to* mischief.

✓ **Queer fish**—an accentric person.

Have you seen Mahesh ? He is a *queer fish*.

Qualms of conscience—pricks of conscience.

People who have no *qualms of conscience* can commit any evil act.

✓ Quick with—full of.

Times are *quick with* revolution.

Rift in the lute—defect or flaw in an organised body.

Some *rift is apprehended in the lute* of the Literary Association.

Rip open old sores—to revive an old forgotten quarrel.

It is a common vice among women that when they quarrel they *rip open old sores*.

Rise like a phoenix from its ashes—to rise from one's ruined condition.

The Youth of India alone will help her to *rise like a phoenix from its ashes*.

Rub along, to—to live with difficulty.

The old man *rubbed along* for ten years after the death of his son.

Rub shoulders with, to—to meet, to come into close contact.

In the railway train we *rub shoulders with* all sorts of people.

Run down—to speak ill of.

The curse of the modern preacher is that instead of showing the excellence of his own religion he *runs down* the others.

A run of—an outburst. It expresses the sense equivalent to 'plenty of.'

He had a *run of* good luck last summer.

Run through—to waste away.

He has foolishly *run through* his whole fortune.

Sail in the same boat—to be equally exposed to danger.

Sail under false colours—to be hypocritical.

Most of our sadhus *sail under false colours*.

Scent—clue.

The police got the *scent* of the murderer.

To be on the right scent—to be on the right track, after a thing.

Scot free—without punishment.

Ram broke the head of Krishan but he got off *scot free*.

Sheet anchor—main support.

Character is the *sheet anchor* of a good man.

Show the white feather—to turn one's back in defeat.

To show the white feather is a cowardice of the worst type.

Side—right side of fifty—That is, not yet fifty.

wrong side of fifty—That is, above fifty.

Silver Jubilee—celebrations after twenty-five years.

(Golden Jubilee—after fifty years.)

(Diamond Jubilee—after sixty years.)

Sinews of war—men, money and munition are called the *sinews of war*.

Sink—to *sink* a well. (dig).

The patient is *sinking* (becoming worse).

To sink an estate. (To waste ; or burden it with debt).

Slip through one's fingers—

He came into a large fortune but through mismanagement let it *slip through his fingers*.

Small hours—early hours of the morning.

It was in the *small hours* that I caught a thief.

Small talk—gossip.

He idles away his time in *small talk*.

Small wares—commonplace, trifling things in a shop.

Can you get your livelihood by selling these *small wares*?

Smart under—to feel the injury.

Smarting under that disgrace they returned to the battlefield to win or to die.

Smooth sailing—easy progress.

With the influence of his father he had a *smooth sailing* in the practice of Law.

Snap one's fingers at—treat with contempt.

He is so loose that he *snaps his fingers at* the advice of his father.

Sorry bargain—a bargain to be regretted.

I gave a goat and fifty rupees for that cow but it turned out to be a *sorry bargain*.

Sow one's wild oats—indulge in youthful follies.

He could not pass because he was *sowing his wild oats* while others were working.

Sour-grapeism—"Taken from the story of "A Fox and Grapes." This expression is used when one decries a thing which one can't get with all one's efforts. The fox in the story called the grapes sour because he could not get at them."

Spin a yarn—to tell a long tale generally fictitious.

Square ones accounts—to settle ones accounts.

Before he left Lahore he *squared his accounts* with all.

Stand to reason—to be reasonable.

His excuse for absence *stands to reason*.

Stand on one's dignity—to maintain a dignified and unbending attitude.

Stubborn fact—fact, too real to be ignored.

No body can deny the *stubborn fact* that life is a 'vale of tears'.

Swallow an affront—pocket an insult; to submit to an insult.

Swallow the bait—to be duped, to be deceived by a temptation.

He offered me fifty rupees to give out the secret of Ram but I did not *swallow the bait*.

Take—

He *takes* after his father (resembles).

He was *taken in* by his tricks (deceived.)

He *took to* smoking in order to relieve his loneliness. (resorted to.)

He began to talk tail but I *took him down* (humiliated).

He wants help from me so he has *taken up* with me (began to keep company with me).

I am *taken with* the style of Hardy. (charmed.)

Take to heart—to feel deeply.

He *took* his remark *to heart*.

Take one's cue from—to be guided.

The secret of success lies in *taking one's cue from one's elders.*

Take heart—to screw up courage.

The soldiers *took heart* when they saw the general in their midst.

Take a leaf out of one's book—to follow one's example.

Take a leaf out of Gandhi's book if you wish to be truthful.

Take soundings—to measure the depths of. Hence

To sound a person—to ascertain his secret intentions.

He *sounded his men* one by one and came to know that all were with him.

✓ **Take umbrage**—to take offence.

He had no reason to *take umbrage* at what I said to him.

Take up the gauntlet—to accept the challenge.

Luther *took up the gauntlet* of the Pope.

Take the wind out of one's sails--deprive one's arguments of all force.

Bhatia spoke so well that he *took the wind out of Rashid's sails.*

Take with a pinch of salt—to accept with qualifications.

His statements are such as cannot be *taken without a pinch of salt.*

Talk shop—to talk of one's profession.

In a company of friends out for excursion it is bad taste to *talk shop.*

Tall talk—talk full of boast.

He always *talks tall* when he sits among friends.

To be a thorn in one's side—to be a source of trouble.

Mahatma Gandhi is *a thorn in the side of his* orthodox.

✓ **Three R's**—Reading, writing and Arithmetic.

He is well versed in the *three R's*.

Through and through—completely.

✓ He is a rascal *through and through*.

Throw into shade—to make something every insignificant.

The personality of Mr. G has *thrown casts a* into shade.

Throw cold water on—to cast damp on.

He is such a pessimist that he *throws in hand*, on all our schemes.

Throw off the mask—to show g not serving colours.

In 1914 Germany *threw off the mask* war.

Tide over—to overcome.

He is so weak that it seems doubtful to tide over this shock.

To a man—all in one strength.

They rose *to a man* to oppose the point.

Tremble in the balance—to be

The issue of this mighty question is wide of balance.

Trifle away—to waste recklessly.

He has trifled away all his profitable pursuit.

Tri m—dress

on On the Convocation Day everybody is in a fine
m.

Turn the tables on—to suffer a reverse.

He went on smoothly at the beginning but *the genes were turned on him* when he was nearing the end.

Ta. rn to good account—to make use of.

example He turned his knowledge of music to *good account*

The turned his knowledge of music to *good account*
truthful. e became poor.

Take up one's nose at—to show contempt.

To *soul turned up his nose at* the dinner that was
tions. his poor friend.

He has a *turn* for drawing.

know that a *new leaf*—to change one's course of action.

✓ **Take um Chand turned a new leaf** in his life when he

He had no *intact* with Swami Dayanand.
to him. —a man of double game.

Take up the mark—up to the standard.

Luther took h is not *up to the mark.*

eves—concealed.

Take the wi cunning fellow that he always keeps
one's arguments of es.

Bhatia spoke sc is—changes of life.
Rashid's sails.

Take with a wisdom through the *ups and downs*

qualifications. *breath—softly in a whisper.*

His statements are *at he speaks under his breath even*
a pinch of salt. stion in the class-room.

Talk shop—to talk dy started.

In a company of friends to improve the sanitary condition of
taste to *talk shop.*

Walk over—complete and easy victory.

Pt. Malaviya had a *walk over* in the Assembly Election.

Wash one's dirty linen in the public—to discuss one's differences in the public.

In the recent Model Town Muddle both the parties *washed their dirty linen in the public*.

Wash-out—good-for-nothing fellow.

He cannot be a good disciplinarian for he is a complete *wash-out*.

Weave a yarn—to concoct a story.

Wet blanket—one who throws cold water on every thing.

He is such a *wet blanket* that he always casts a damp over our programme.

Well in hand—under control.

The situation on the frontier is now *well in hand*.

White elephant—an expensive thing not serving much need.

The department of Geology is a *white elephant*.

Wind up—to close.

Mr. A has been forced to *wind up* his business.

Within an ace of—quite near.

The Congress was *within an ace of* victory when the Chauri Chora riot took place.

Wide of the mark—not to the point.

In the examination most of the answers are *wide of the mark*.

Wild goose chase—a foolish unprofitable pursuit.

Wit's end—I was at my *wit's end* to find an answer to his question. (Utterly perplexed.)

Worship the rising sun—to respect the person in authority and to forget the one out of it.

Worm out—to ferret out, to bring out by one's shrewdness.

Somehow or other he *wormed out* the secret of Ram.

Worm oneself into—to enter into one's favour by cunning.

He *wormed himself into* the favour of his boss by flattery.

PART B.

To Sham Abraham—to pretend distress.

Don't *Sham Abraham*. No body will take pity on you.

All abroad—in a perplexed state.

When I was brought before the magistrate, I was *all abroad*.

The school-master is abroad—good education is spreading everywhere.

Illiteracy will soon disappear, as *the schoolmaster is abroad*.

To act a part—to hide one's real feelings.

Never *act a part* in the presence of your friends.

Adam's ale—pure water.

Let us drink *Adam's ale*.

An after-noon farmer—a lazy man.

Suchet is *an after-noon farmer* and I don't think he can prosper in the business, requiring promptness.

All agog—restlessly expecting.

As a result of the new tendencies, the world stood *all agog*.

In the air—prevalent.

Your schemes are all *in the air*, you should not try to keep them secret.

To lead to the altar—to marry.

It was on the 9th February, 1897 that John had the honour of ~~leading~~ leading to the altar the most beautiful girl in the village.

Apple-pie order—perfect neatness; a good order.

My mother keeps the house in *an apple-pie order*.

With open arms—warmly.

When I went to Jammu, Abbas received me *with open arms*.

To make an ass of oneself—to behave in a foolish manner.

By going against the wishes of your father, you will *make an ass of yourself*.

To have an axe to grind—to have a private purpose to serve.

Outwardly he is helping you, but in reality he has *an axe to grind*.

To back out—to retreat carefully.

It is no bravery *to back out* of a dangerous situation.

To turn one's back upon—to desert.

We should not *turn our back upon* our friends when they are in misery.

To save one's bacon—to save oneself from injury.

As he found the thief running towards him, he hid himself behind a bush and thus *saved his bacon*.

(The expression is used in bad sense.)

To keep the ball rolling—to continue the undertaking zealously.

It was by *keeping the ball rolling* that the hunters were able to catch the deer.

His bark is worse than his bite—He is bitter of tongue, but mild of heart.

On his own bat—on his account, independently.

Mohan has started the business *on his own bat*.

To know beans—to be wise in worldly matters.

Young men do not *know beans* and that is why they meet with failure.

To play the bear with—to destroy; to damage.

Don't *play the bear with* my books, they are very costly.

To beat the air—to try in vain.

This is *beating the air*, you cannot succeed thus.

That beats the Dutch—that is wonderful.

It *beats the Dutch* to know how he saved the life of his friend.

Beauty is but skin deep—short-lived and hence valueless.

In selecting a wife, we should look to her virtues, as *beauty is but skin deep*.

To have a bee in one's bonnet—a crazy fancy on some point; to be crazy in a certain direction.

There are some persons who always talk of one thing as if they *have a bee in their bonnet*.

To bear the bell—to be victorious in any contest.

The Government College Lahore *bore the bell* in the last University Hockey Match.

To hit below the belt—to strike a person unfairly or to hurl an unjust remark at a person.

Rama talked ill of me before my friends, it was *hitting below the belt*.

To give a person a wide berth—to shun; to avoid.

Always *give* Mohan *a wide berth*, as he is a man of evil character.

The bishop has set his foot in it—its contents are burnt.

I have a bad smell from the kitchen. I feel that *the bishop has set his foot in the dish* you have placed upon the hearth.

To bite one's lips—to show one's disappointment.

When the last prize distribution was held, Narula *bit his lips* as he was not eligible for any prize.

Black Monday—the Monday on which school reopens.

My holidays were spent in misery, hence *black Monday* was not disagreeable to me as it was to my other class-fellows.

Blood is thicker than water—it is the tie of blood that makes a man be-friend his relatives.

If any one's father is in danger, he will help him at the cost of his life. Contrarily, he will not care for any other person, as *blood is thicker than water*.

To make one's blood creep—to cause terror to any one.

The sight of the dead man in my vicinity *made my blood creep*.

Once in a blue moon—very seldom.

It is *once in a blue moon* that you write to me.

Blue moon-shine—a mere nonsense.

What you talk is a *a blue moon-shine*.

In the blues—in depressed spirits, in a melancholy state.

When I am *in the blues*, I don't relish any society.

A blue funk—a great terror.

I am in *a blue funk* and naturally puzzled.

To look blue—to be down-spirited.

He *looks blue*, as his business has failed.

Blue-stocking—this expression is used with respect to a woman who takes pride in her learning.

At the first blush—when first viewed, at the first appearance.

At the first blush he appeared to be a rogue, but a nearer scrutiny revealed his virtues.

Not born yesterday—worldly wise.

To be at the bottom of anything—to be the chief cause of.

Sham Sarup is *at the bottom of this quarrel*.

To draw the long bow—to exaggerate.

When you wish to make a true statement, you should not *draw the long bow*.

To bowl out—to stop in a career of success.

He was flourishing in trade. But his father has withdrawn his help. He is thus *bowed out*.

Bread and cheese—the bare necessities of life.

You won't feel comfortable at my place, as I have *bread and cheese*.

The breath of one's nostrils—anything as valuable as life itself.

Your ideas are *the breath of your nostrils* and they are not to be trifled with.

A regular brick—a pleasant man.

I daily enjoy the company of my old friend, *a regular brick*.

To hold a brief for another—to defend another.
You talk much in his behalf, are you *holding a brief for him.*

To bring down the house—to give a great applause.
When Mahatma Gandhi first appeared in Lahore, it *brought down the house.* (Was given a hearty reception.)

New brooms sweep clean—Every new officer makes changes.

To give the bucklers—to yield.

In fights a coward person often *gives the bucklers.*

Every bullet has its billet—Fate is irrevocable.
No one can alter the dictates of Fate.

To burn the candle at both ends—to spend lavishly and thus exhaust one's resources soon.

Rich men's sons *burn the candle at both ends* and consequently die in poverty.

Good wine needs no bush—Good things do not require any advertisement.

To know on which side one's bread is buttered—to know fully one's own interests.

Don't teach me, I *know on which side my bread is buttered.*

To butter both sides of one's bread—to gain advantages from both sides simultaneously.

The Sub-Inspector police is very clever. He has received T.A. from the Government as well as money from the villagers. He is *buttering both sides of his bread.*

The sword of Damocles—A sword hanging by a thin thread on the head of a person; a constant source of terror,

I am in private service. The fact that I am not permanent hangs upon my head like the *sword of Damocles*.

To lead a person a dance—to cause needless trouble.

You *lead me a dance* by inviting me to your place when you are generally on a tour.

A day after the fair—to be too late to see a thing.

When the circus had left my town, Mr. Shastri came to see me and to enjoy the feats exhibited at the circus. I told him that he was *a day after the fair*.

To pull the dead horse—‘To work for wages already paid.’

To pay the debt of nature—to die.

Devil's luck—a great luck.

Give the devil his due—to give a fair hearing to one of notorious character.

A thief was brought before the judge who ordered the thief to speak out what he wanted to say in his support. The judge thus *gave the devil his due*.

A rough Diamond—a person with rough exterior but with good qualities.

Mahmud is *a rough diamond* and every one likes him.

All dickey with any one—He is hopeless ; No chance of saving him is left.

Uma Shankar has received a very severe wound on his head and it is *all dickey with him*.

The die is cast—decision is given (or made.)

The die is cast and the culprit will be hanged.

To do a person brown—to deceive fully.

It is a bad job to *do a person brown*, when he believes you well.

Every dog has his day—the duration of happiness given to each person passes away soon ; every person enjoys happiness, for a short time.

If you have bad days, don't mind. *Every dog has his day*, as fortune is fickle.

Down in the mouth—sad.

He is *down in the mouth* as he has received a very bad news.

A drug in the market—it is spoken of a thing that has grown unsaleable.

These days watches have grown *a drug in the market*.

To make ducks and drakes of a property--to spend it lavishly.

He made ducks and drakes of his property and was thus reduced to abject poverty.

To set a man by the ears—to cause a man to quarrel.

Resham Singh is a very wicked man, he tries to *set every man by the ears*.

To egg on—to urge.

It was Des Raj who *egged him on* to mischief, otherwise he could not have done so.

To tread on eggs—to steer one's way carefully in a delicate situation.

My friends quarrelled. I was appointed as a judge. I had then to *tread on eggs*.

To put all one's eggs into one basket—to risk all on one enterprise.

To put all your eggs into one basket is very dangerous, because if the business fails you are sure to be ruined.

A bad egg—a worthless person.

Away, you *bad egg*.

No end of a fellow—a very fine fellow.

Mr. Bishan Das is *no end of a fellow*.

To make eyes at—to look in a loving manner.

Miss Jenny don't *make eyes at* me. I don't like you.

To have guts in the brain—to have sense.

It is good you *have guts in the brain*.

To give a person his gruel--to punish him severely.

Without turning a hair—without feeling fatigue.

Some of the farmers keep working *without turning a hair*.

To split hairs—to fight over ordinary points.

Don't *split hairs*, it is a mere waste of time.

My hands are full—I am very busy.

Don't waste my time. My hands are full.

To fight for one's own hand—to be careful of one's own interests.

A worldly-wise man is he who *fights for his own hand*.

To settle a man's hash for him—to ruin him ; To make an end of him.

If you stand in my way I will *settle your hash for you*.

To be struck all of a heap—to be completely surprised.

By the appearance of a thief at midnight I was
struck all of a heap.

To know a hawk from a hearnshaw—to be
 clever.

Achille's heel—the only assailable point.

Like a hen on a hot girdle—very restless.

His heart sank into his boots—he lost courage.

At the sight of such a terrible scene *my heart sank into my boots.*

To hit the nail upon the head—to refer to the right point in conversation.

You are very clever. You have *hit the nail upon the head.*

To ride the high horse—to have an overbearing nature.

Mr. Alfred is apparently a good man, but he *riderides the high horse.*

In a hole—a difficult position.

Gig-Lamps—jocularly spoken of spectacles.

To gild the pill—to make an unpleasant object appear very attractive.

Very many jewelers wash the old ornaments and keep them for sale as new ones, thus they *gild the pill.*

To fret one's gizzard—to be anxious.

It is an ordinary affair, don't *fret your gizzard* for nothing.

Those who live in glass houses should not throw stones—people subject to criticism should not criticise others.

To worship the golden calf—to bow down before an ordinary object.

His geese are swans—he regards his own things very high.

The carpenter is not an expert artist, but even then his *geese are swans*.

To kill the goose that laid the golden eggs—to destroy the main-spring of one's income.

You have foolishly excited the anger of your father.

You have thus *killed the goose that laid the golden eggs*.

To take with a grain of salt—to believe with some reserve.

He is a devil, you should *take his statements with a grain of salt*.

To grin and bear it—to bear any hardship without complaining.

It was surely a hard job, but he *grinned and bore it*.

To grease the palm of a person—to bribe him.

It is by *greasing the palm of the officers* that you can get your work accomplished easily.

To see green in another's eye—to consider any one very simple-minded.

You *see green in Surinder's eye*, but to me he appears to be very clever.

Upto the eyes—completely.

He is in debt *upto the eyes*.

To see eye to eye—to have the same opinion of any subject.

If we *see eye to eye* on this question we will soon end this dispute, causing a great commotion amongst the Sanatists.

To kall to—to begin with energy. (Generally spoken of eating).

As soon as the dinner was laid on the table they *fell to eating.*

To fall upon one's feet—to escape injury ; to be lucky.

I am glad to hear that you have *fallen upon your feet*, as usual.

To live on the fat of the land—to enjoy every luxury.

The landlords of the Panjab *live on the fat of the land.*

The fat is in the fire—a great confusion.

If Hamid is not to control the affairs of your society there will certainly be *the fat in the fire.*

To kill the fatted calf—to prepare the best dish for a guest.

Your friend is expected this evening, that is why you *kill the fatted calf.*

In fault—to blame.

Roshan Lal is *in fault* for this.

To show the white feather—to be a coward.

Face the difficulties boldly, don't *show the white feather.*

To fight shy of—to avoid.

Don't *fight shy of* your friends.

To have a finger in the pie—to interfere in the affair.

Please stand aside, the matter does not concern you; don't *have your finger in the pie.*

To make fish of one and flesh of another—to be partial.

This judge is a strange person, he *makes fish of one party and flesh of another.*

Other fish to fry—other business to attend to.

Don't waste my time ; let me go ; I have *another fish to fry*.

A flash in the pan—a useless attempt.

The thieves broke into the house of Lala Nand Lall, but it was *a flash in the pan*.

The flash gentry—the thieves.

A flea in one's ear—a suggestion that is annoying.

I went to Pritam Lal, he talked to me in such a manner that it was *a flea in my ear*.

To skin a flint—to be very mean.

My neighbour is a learned Hindu but he *skins a flint*.

To fold one's hands—to be idle.

Don't *fold your hands*, get up and work hard.

Forty winks—a short sleep during the day.

The game is worth the candle—the trouble will be repaid.

Work hard for your success in the Examination, *the game is worth the candle*.

To throw out of gear—to disturb the working of anything.

The sight of a ghost has often *thrown my mind out of gear*.

Hobson's choice—no choice at all.

Even if I have *Hobson's choice*, I won't ride this horse.

To eat humble-pie—to humiliate one's self.

Abnashi spoke against the Principal. The latter came to know of it. Abnashi had *to eat humble-pie*.

In for it—in a critical situation.

I wish some one would help me. I am *in for it*.

To wash one's ivories—to drink.

An itching palm—a greedy nature.

Mr. B. has *an itching palm*, he wishes to amass as much money as possible.

In a jiffy—at once; without any delay.

In a jiffy the thief disappeared.

Out of joint—in a state of disorder.

I am not successful in my enterprises, I think the world is *out of joint*.

To join the majority—to die.

The father of Ganesh has joined the majority.

Jonah's gourd—anything that grows and withers quickly.

To me the worldly fame appears like a *Jonah's gourd*.

Of the same kidney—of the same nature.

All rogues are generally *of the same kidney*.

To have the key of the street—to be locked out; to be homeless.

The beggars generally *have the key of the street*.

There is no love lost between them—they hate each other.

Prem and Rettan never see each other. There is *no love lost between them*.

To lock the stable-door after the steed is stolen—to take precautions too late.

To bear a charmed life—to escape death in a miraculous way.

The bomb burst out very close to him, but he bore
a charmed life.

The loaves and fishes—the material gains.

Officers now look to *the loaves and fishes* and not
 to the dignity of their position.

To lick the dust—to fall in battle.

To the letter—exactly.

Obey your parents *to the letter.*

Their name is legion—they are innumerable.

To eat the leek—to submit to humiliation.

If you talk ill of a good man, you will have *to eat
 the leek.*

A free lance—one who is attached to no party.

To have larks—to indulge in boyish tricks.

Even some grown-up people *have larks.*

To make believe—pretend.

To make a figure—to distinguish oneself.

You must try *to make a figure* in the Examination.

A man of straw—a person of no substance.

You talk of Rafiq. He is *a man of straw.*

A man in the moon—an imaginary person, said to
 be living in the moon and quite ignorant of the
 worldly affairs.

To find a mare's nest—a supposed discovery which
 turns out to be a hoax.

A merry Andrew—a clown.

To have one's monkey up—to be enraged.

Don't talk much upon this point, you will *have his
 monkey up* soon.

The gray mare is the better horse—the wife rules her husband.

My friend is newly married and is very happy, even though *the gray mare is the better horse*.

The missing link—a creature between a man and monkey.

A month of Sundays—a very long period.

When I have nothing to do, time appears to me *a month of Sundays*.

To move heaven and earth—to make every possible effort.

I will *move heaven and earth* in order to possess you.

To mug up (*slang*)—to prepare for an examination.

I must *mug up* for the next examination.

To take one napping—to surprise him when he is off his guard.

The police *took him napping*, otherwise he could never have been caught.

In a state of nature—naked.

The people in pre-historic days lived *in a state of nature*.

To be near—to be stingy.

To be near is not a desirable habit.

On the neck of—soon after.

On the neck of war came famine.

Neck and crop—completely.

Do away with the criminal *neck and crop*

To be in a New-gate—to be a criminal.

To a nicety—with a great care and accuracy.

You have done this *to a nicety*.

A night-cap—a warm drink taken before sleep.

For the nonce—temporarily, for the time being.

You have sent this horse. Good, it will do *for the nonce*.

To wipe a person's nose—to cheat him.

It is awful to *wipe your friend's nose*.

To cut off one's nose to spite one's face—to act angrily so as to injure oneself.

I ordered Kailash to do as I liked. He was much excited and he *cut off his nose to spite his face*.

With one's nose at the grindstone—to be hard at work.

During these days of struggle we sit *with our noses at the grindstone*.

By long odds—decidedly.

He is *by long odds* the best lawyer.

To hold out the olive branch—to make proposals for peace.

The Persians were tired of fighting and were *holding out the olive branch*.

O. K.—a contraction for all correct—“all right.”

An olive branch—a child.

To pour oil on troubled waters—to pacify matters.

When the situation between Balwant and Mohindra grew serious I *poured oil on troubled waters*.

A sucked orange—a weak, exhausted man.

How can you abuse me, you *sucked orange*.

To take orders—to become a clergyman.

Tom's father wished him to *take orders*.

Out of the wood—out of the danger.

Thank God I am *out of the wood.*

To play cards—to deceive.

To mind one's P's and Q's—to be careful in one's behaviour.

Please *mind your P's and Q's.* Don't interfere in my affairs.

To take owl—(a slang term) to be offended.

To out run the constable—to be bankrupt.

Speculation in business makes many persons *outrun the constable.*

Palm oil—money.

To give the palm to a person—to acknowledge him as your superior.

You have a sound knowledge of grammar and in this respect I must *give the palm to you.*

A man of parts—an able man.

We require for this scheme *a man of parts.*

Passing rich—very wealthy.

This '*bania*' is *passing rich.*

A past master—a very experienced person.

He is *a past master* in the art of painting.

To cast pearls before swine—to bestow precious things upon those who have no value of them.

To pay one's way—to live free of debt.

Persons of moderate habits always *pay their way.*

To go to pie—to fall into disorder.

Your schemes, if not well supported, are sure *to go to pie.*

A pick me up—a tonic.

It is a fine *pick-me-up.*

On a pinch—in a difficulty.

To put a person's pipe out—to thwart his plans.

If you don't obey me I will *put your pipe out*.

To put one's hand to the plough—to work seriously.

To pooh-pooh—to ridicule.

Let not the pot call the kettle black—don't criticise others unless you are free from faults yourself.

Born in the purple—born a prince.

To keep the pot boiling—to keep the fun.

Don't let the merriment slacken, but *keep the pot boiling*.

To be put to the push—to be tested by difficult circumstances.

Even when *put to the push* our great men do not lose heart.

To put in a word—to recommend.

Kindly *put in a word* to the principal on my behalf.

Queen Anne is dead—that is an old and stale news.

To be quits with a person—to pay to a person everything you owe.

On the rack—in a bodily or mental trouble.

These days I don't have a peaceful moment. I am *on the rack*.

It never rains but pours—it is spoken in connection with the events which take place in a quick succession. It is equivalent to the expression '*mis-fortunes never come alone*'.

To read between the lines—to understand the writer's hidden meaning.

If you *read between the lines* you will understand with what aim the chapter was written.

To reckon without one's host—to undertake a work or enterprise rashly; to be mistaken.

Before you go a hunting, you should examine your resources. You should not *reckon without your host*.

A broken reed—a support which is sure to fail; a person who is incapable of helping.

Narindar is now *a broken reed*. You should not depend much upon him.

To reckon upon—to expect.

Red tape—useless official formalities.

A red rag to a bull—that which irritates a person.

The sight of Gobind rouses me much and is as *a red rag to a bull*.

To give a Roland for an Oliver—to give tit for tat.

To rob Peter to pay Paul—to take the possession of one and to give it to another.

Under the rose—secretly.

Every thing took place *under the rose*. No body knows their affairs.

There is the rub—that point is the source of trouble.

I understand the situation, there is the rub.

Not worth a rush—of no importance.

The friendship of an insincere person is *not worth a rush*.

Above the salt—in a position of honour.

True to one's salt—faithful to the employers.

In these days there are very few servants who are *true to their salt*.

A screw loose—something wrong.

He cannot act properly there is a *screw loose* with him.

At sea—perplexed.

When I was taken before the magistrate I was *at sea* and did not know how to plead my cause.

To send to Coventry—to exclude a person from friendship.

To set one's cap at—to obtain a person as a husband.

Be careful of that girl. She is trying *to set her cap at* you.

To set one's face like a flint—to be determined.

I must accomplish this as I have *set my face like a flint*.

To set a river on fire—to be able to do a thing.

You are the very man who will *set a river on fire*.

To shake the dust off one's feet—to cease travelling.

Imtiaz Ali came back from his tours in Persia and *shook the dust off his feet*.

To make sheep's eyes—to look at with amorous eyes.

The rascal was *making sheep's eyes* at an innocent girl.

To make shift—to manage with difficulty.

To make shift to live we have to resort to technical education.

To get the shilling—to become a soldier.

Ship-shape—neatly arranged.

The things in my room are *ship-shape*.

To step into another person's shoes—to take the position of another person.

As soon as the Principal retires, the Vice-principal will *step into his shoes*.

To show the door—to dismiss unceremoniously.

The beggar stepped into my room, while I was busy. I ordered the servant *to show him the door*.

Every cloud has a silver lining—even in the most miserable condition, a man has a ray of hope.

Don't mind these troubles. *Every cloud has a silver lining*.

At sixes and sevens—in disorder.

When I came into my room I found my things *at sixes and sevens*.

To show one's hand—to show one's plan of action

The skeleton in the house—the secret cause of shame or grief.

All members of the family are dis-spirited. It is very difficult to know *the skeleton in the house*.

A slow coach—a lazy person.

To smell a rat—to detect something wrong.

The police *smelt a rat* in the conspiracy and very cleverly unearthed it.

Soft sawder—flattery.

To throw a sop to Cerberus—To pacify an enemy who is greedy by granting him gifts.

To sow the wind and reap the whirl-wind—To behave in a wicked manner and to suffer a great punishment.

Tol cal a spade a spade—to use simple and plain language.

To spin a yarn—to tell a story.

Are you talking or *spinning a yarn*.

To catch a tartar—to capture a troublesome prisoner.

To tell tales out of school--to divulge private secrets.

Those who *tell tales out of school* are not respected by anyone.

A thorn in the side of the flesh—a constant source of trouble.

Your presence here is *a thorn in the side of my flesh*.

A to-do—a confusion and noise.

When I entered your house I was surprised to find such a to-do there.

To tread on another's toes—to annoy a person.

Some men foolishly *tread on the toes* of their friends and thus bring about bitterness.

To catch a man tripping—to discover a man when he is committing a mistake.

To wash one's hands of—to refuse to have anything more to do with.

Don't implicate me in this matter. I have *washed my hands of it*.

To go a-wool-gathering—to be confused.

Talk sensibly. Don't go a-wool-gathering.

Yeoman's service—good work.

Mahatma Gandhi has done *yeoman's service* to the cause of Harijan work.

CHAPTER VI

Story-Writing.

Story-telling is a rare gift. Very few men can tell a story in a good way. A story told with skill and feeling softens the feelings of the hearers, and leaves a healthy impression on the mind. It requires a long practice to master this art of story-telling.

While *telling* a story we do not feel restricted : we make necessary adjustments as we go ahead, without distracting the attention of the hearers. In *writing* a story, however, the task becomes difficult. Reshuffling of details to fill up the discrepancies causes confusion and blunts the edge of the story. It is, therefore, important that, before writing a story, we should plan it out in our mind and the different parts so arranged as to build up a complete whole.

A story should be primarily interesting. The description of characters and events should not be tiresome. A careless narrator will hurry on, omitting facts which matter and emphasizing those which do not, pausing and turning back to explain inconsistencies ; in fact constantly shuffling and reshuffling his narrative. He fails in this way to give a point to his story. To write an interesting story we must bear in mind *the natural sequence of events*. That is, we must relate the incidents as they occurred in order of time. For example, take the following beginning of a story.

"There was a king. He was gentle and loving. He had seven sons. He began to live in a jungle, as a recluse. His sons had turned ungrateful, and treated him badly. This grieved the old

king who had given his kingdom and all to them. So he retired into a jungle."

You find in this small beginning the sequence of events badly violated. The king began to live in a jungle after he was badly treated by his sons. The ingratitude of the sons came to light after he had given his kingdom to them. So the order of incidents should have been as given below :—

"There was a king. He was gentle and loving. He had seven sons. He gave his kingdom and all to them. His sons turned ungrateful and treated him badly. This grieved the old man, so he retired to a jungle."

The narrative will thus run on smoothly without any jar.

In order to make the narrative vivid and natural only such details as have a basis in life be used. No fantastic 'flights' should be permitted to enter because such things serve only to mar the effectiveness of the story. Also, no details, howsoever pretty and tempting, be introduced unless you can show their connection with the story. Every detail must have a bearing upon the whole and take the story forward. In other words, *a story must be conceived as a whole and every thing subordinated to the whole*. This will create the unity of impression and give a semblance of naturalness to the story.

You cannot invent new situations and events unless you observe life keenly ; for, invention is nothing but a recombination of facts already seen. *Observation, therefore, is a prime requirement of a story-teller.* Even when you are narrating a purely imaginary incident, you cannot create beyond our observation. You can imagine characters and incidents only to the extent to which you have watched men and things around you. Thus, imagination feeds upon observation. Without observation

it may go wild and bring into the story such improbabilities as that of a prince, who in a story meant to be *real*, suddenly growing wings flies away from amidst his enemies. In a fairy story this freak of nature might fit into the usual course of things ; but in a story of the earthly beings it is nonsensical. We must, therefore, avoid such "flights of imagination," and use only such details as are natural and convincing.

Character-drawing is more difficult than the invention of a situation. Here, again, we depend upon observation. The more you see of men, the better you can draw them. Generally, in the stories written by beginners characters are no more than mere names. In real life we find that every man has a distinct personality of his own. Then why not so in your story, which in the long run is only a reproduction of life ? It makes all the difference whether your characters are made of *brain* or of flesh and blood. A good story-writer will make his characters live and breathe like real beings.

A character in your story should be consistent throughout.

A common fault in the stories written by beginners is that they make a character do or say things which contradict his nature. For instance, they show a character in the beginning to be naturally generous and simple-minded. In the course of the story there comes up a situation which can be tided over safely by wickedness. The character unexpectedly turns round, behaves like a wicked man and escapes. Now this change is unnatural ; it is inconsistent with his essential nature. The wickedness is imposed upon him by the writer for his own convenience. This inconsistency ruins the unity of character and action. It may be objected that men in real life do change. Yes, they do ; but not by sudden jumps or jerks. It takes years to change one's

nature ; and even then one never changes altogether out of recognition. Our essential nature persists through the changes of life. Your character may change in the story, grow or deteriorate, but not so as to show that our nature is like a hat to be put on or off at will at any time. Consistency alone gives a distinct personality to a man.

"The beginning and end of a story should be natural. Do not start with a long introduction. Plunge into the story straight way. Introduce your characters, the people who are to take part in it, one by one. End when the story is finished. Do not stay behind to preach a sermon, or to draw a moral—unless the examiner has asked you to do so. If you have told your story well, the moral ought to be obvious to any one who reads it with care." (Singh & Garret)

Some points to remember.

1. **Unity of impression.** Your story should have one main idea ; and all details must be employed to bring out that idea. Nothing irrelevant should be dragged into the story.
2. **Unity of character.** Your character should behave consistently throughout the narrative. His sayings and doings must arise out of his character.
3. **Never indulge in improbabilities.**
4. **Proportion.** Every thing must be given time and space according to its importance. Do not emphasize minor details at the expense of vital ones. A proper proportion must be maintained throughout.
5. **Unnecessary elaboration** must be avoided.
6. Your **dialogue** should be natural and appropriate of the situation and character.

A story. Complete the following story—

A friend of a king dies leaving his daughter to the care of the king—she grows up to be brave and beautiful—enemy's invasion—false report against her—exiled...

Mahadev was the King of Kankan. He was noble and generous but a little credulous.

Shanti Parshad was a friend of the king. At his death he entrusted his only child, a daughter, to the king.

Sarla grew up to be a noble, brave and wise girl. She was consulted by the king in all matters of state. Thus she came to know all the secrets of the kingdom. Rukmani, the daughter of the king, became jealous of Sarla. She viewed the increasing fame of Sarla with alarm because the ascendancy of 'this upstart,' as her rival called Sarla, meant an eclipse of Rukmani's position in the court.

The king of the neighbouring country invaded Kankan. The forces in Kankan were in disorder at that time, so the king Mahadev felt much distressed. Somebody must have informed his enemy against him, he thought. Rukmani seized the opportunity and whispered to the king that Sarla was in league with the enemy. The report was confirmed by one or two courtiers of Rukmani's party.

Much enraged at this ingratitude the king ordered that Sarla should be exiled at once. In vain were Sarla's protestations; in vain her entreaties and professions of loyalty. She was exiled.

The enemy lay on the skirt of the forest waiting for reinforcements. Two months had passed without action, and soldiers were fretting at their inactivity. The only soul that moved among them exhorting the soldiers and trying to keep up their spirits was the General's Assistant. He had won every body's heart by his charming manners. He was loved by every soldier and

was nicknamed "Beardless Gallant." Though only recently enlisted, yet he had impressed the General, Monji so much by his swordsmanship that he had become almost all in all in the camp.

After long waiting the two forces met. Mahadev's forces were routed and he himself was taken prisoner.

It was the dead of night. Mahadev lay captive in the enemy's camp. He was lying restlessly awake in his tent. Suddenly the flap of the tent-door turned up and a youth with a naked sword in hand entered. The king feared that his death was come. "Let me pray before I die," he said gloomily to the youth. "Quick, quick," whispered the youth! "I have brought deliverance, not death.. Quick, or we are lost." The king hurried as in a dream. His heart at once exulted and misgave him. In a moment, however, they were out of the tent and flying towards the forest. At the edge of the forest stood two horses. They sprang up the horses' backs; and away they flew towards Kankan.

By day break they were near Kankan. The youth reined in his horse. "I can go no further," he apologized, and got down the horse.

"Your voice seems familiar, what is your name?" asked the king in bewilderment, as the youth turned his horse.

"My Lord and Benefactor, believe not what Rukmani says to you in future. Watch her for *she* is in league with your enemies," answered the youth, and disappeared like lightning in the twilight of the morning to be in time by the side of *his* General, Monji.

(2) Illustrate the saying "Make hay while the sun shines."

A cricket and an ant were close friends. The cricket was a lazy-bones ; but the ant was active and far-sighted.

It was summer. The ant worked day and night, and stored gain for the rainy season. The lazy cricket sang merrily all the time and basked away the summer. She often laughed at the laborious ant and primed herself upon her jolly resignation to luck. The little ant, however, cared little for the remarks of the imprudent cricket and worked away silently storing provisions.

All good things come to an end. So did the summer of the frolicsome cricket. It passed away like a dream. The cold rainy season took the place of warm, merry summer, and the merry singing of the cricket ceased for she felt a severe want of food. Foolishly she had thought that it would ever be summer ; now she realised her foolishness and repented bitterly but time once lost can never be regained. She looked about for food ; but everything looked bleak and barren, striking despair in her heart.

One evening it was raining heavily and the cricket had nothing to eat or warm herself with. Her resignation failed ; so she thought of getting help from her friend. "After all what are the friends for, if they don't help at the time of need," she thought. Thus she went to the ant.

"Please give me some food for I am shivering with cold and hunger," she humbly said to the ant. "You see it is hard to go out in this weather to pick my food. Help me for I am in great distress."

"I am a tiny little creature" replied the ant from a warm corner ; "I could store just enough for my own use in winter. I can spare little for you. What were you doing in summer when it was time to save for these days ?"

The cricket replied gloomily, "I thought it would ever be summer and sunshine, so I sang merrily away my time."

"Go and sing away your winter" retorted the ant.

The song of the imprudent cricket was frozen. She died from cold and hunger.

(3) Illustrate the saying "A stitch in time saves nine."

A farmer was riding home from a fair with bags full of money. He stopped at a wayside inn for rest. As he was about to ride away again, the stable-boy said to him "There is nail out of a shoe of your horse, you had better wait and put it in." The evening was coming on, and the farmer was anxious to reach home before dark. So he said, "No, no, I can't wait. One small nail does not matter." He got on his horse and galloped away.

He had hardly gone a few miles when his horse began to limp. He found that the horse could not run with his burden as its unnailed shoe was gone. He had to get down and lead it. Night came on and he was still many miles away from his home.

Afraid of robbers on the way he tied his horse to a stone and himself took shelter under a tree. Suddenly some robbers came out of ambush and overpowered him. They soon robbed him of his money and left him wounded and crippled.

Next morning he limped home lamenting over his foolish mistake. Just a small nail!

(4) Expand the following outlines :—

(i) A traveller in Hardwar. Dharamsala's door closed.

(ii) "Let me in," he knocked.

(iii) "I cannot find the key. Have you a silver key?"

(iv) The traveller slipped a rupee under the door.
Let in. "Please get my trunk from outside."

(v) Locked the door on the man. Traveller repeated the experience. Got his money back.

A traveller went to Hardwar. While he was wandering about seeing sights, it began to rain. He knocked about for some public place of rest. He found a dharamsala; but its door was closed. He knocked at the door but got no reply. He knocked again and again, and at last the custodian of the dharamsala, responded, "I have lost the key. Have you a silver key?" The traveller was a shrewd man; he understood the cunning of the man. He was tired and wanted shelter, so he slipped a rupee under the door. The man opened the door forthwith.

The traveller said to the man, "My trunk is lying outside, please get it in." The man went out and the traveller closed the door on him. There was no trunk outside, so the man returned. He knocked several times but the door did not open. He was drenched through and through, so he requested the traveller to open the door at once. "I have lost the key. Have you a silver key?" came the smart, round reply. The man was ashamed. He slipped under the door the coin he had extracted from the traveller.

Thus the clever traveller got his money back.

Exercises.

1. Write a story suggested by the following outline:—

"A king employed two servants to draw water from a well and pour it into a sieve. One of the servants got

disgusted and went away. The other persisted and was rewarded. The king had lost something in the well."

(1900)

2. Some boys are playing by a river. There is an accident and a rescue. Build up the whole scene. (1925)

3. A boy climbs over the wall of an orchard and gets up into a large mango tree. The owner sees him and unobserved by the boy, places a large natural looking stuffed dog at the foot of the tree. The owner then goes back and watches. Continue the story. (1927)

4. Imagine a visit from a Martian, an inhabitant of the planet Mars. Assume that he speaks English. Make up a little story, with a dialogue, about his visit.
(1928)

5. Three youngmen, hearing that death is the foe of youth, set forth to seek him out and slay him. By the way they met an old man who is Death himself in disguise, he directs them to a forest where they find their enemy. There they find a great treasure.....In the end they die by one another's hands. Complete the story. (1934)

6. Invent a story suggested by the following character.

"A disposition heretofore *indolent and selfish* roused by an emergency to a deed of self-sacrifice."

7. Continue the following story:—

A donkey loaded with salt fell into a stream. Salt melted away. Next time, again, it happened to pass the stream. Intentionally slipped in the stream. The master much enraged resolved to teach a lesson to the donkey...

A guilty conscience.

8. A theft. The suspected brought before the Qazi. Ordered to come next day.

" He who has stolen the things, has a straw in his beard," said the Qazi, as the persons suspected were presented in a line next day.....

An inch too short.

9. A theft in a village. The Qazi was a clever man. All the men of the village were brought to the Qazi. " Let everyone of you take a cotton stick from my house and bring it to me to-morrow morning. The stick of the thief will grow an inch longer overnight," said the Qazi.....

Show how the thief was caught.

10. Complete the following story :—

A blessing in disguise.

A king lost his arm. Grumbled against Fate.

Out on a hunt one morning. The wild people of the forest in search of a man for sacrifice to the Forest-god.

Chanced upon the king. Bound him and took him to the temple but.....

11. Write stories to illustrate the following sayings:—

- (a) " Make hay while the sun shines."
- (b) " Pride goeth before a fall."
- (c) " You cannot touch pitch without soiling your hands."
- (d) " Silence is golden."
- (e) " None can please everybody in the world."
- (f) " Advice when most needed is best heeded."
- (g) " Pluck wins where luck fails."
- (h) " Discretion is the better part of valour."

- (i) "Wounds heal, but not ill words."
- (j) "God's mill grinds slowly but surely."

12. Expand the following outlines as you like.

- (a) 1. An ass in lion's skin.
2. Dreaded and worshipped by all.
3. Pleased with himself, brayed.
4. Beaten and skin removed.
5. Conclusion.
- (b) 1. A wood-cutter's axe fell into a stream. Distressed. Prayed.
2. River-god appeared with a gold axe. "Not mine. Can't work."
3. River-god again. Silver axe. "No not mine. Can't work."
4. River-god again. Woodcutter's axe. "Yes." Shouted with joy. The other two also given to him, god disappeared.
5. Another woodcutter. Intentionally threw his axe. River-god with a gold axe. Yours? "Yes." About to take it, god disappeared.
6. Any conclusion.
- (c) 1. Winter. A farmer finds a snake dead with cold.
2. Takes pity and places it in his sleeve.
3. Snake revived. Fire and milk.
4. Farmer's back turned. Snake attacked children.
5. Killed.
6. Conclusion.

(d) (1) Four friends : carpenter, tailor, goldsmith, fakir—In a jungle.

(2) Waking for watch by turns : carpenter's turn—set to work to keep himself awake—made an image of wood. Tailor's : dressed it with a suit of clothes. Goldsmith's : adorned it with jewels. Fakir's : what a lovely image of a boy ? Breathed life into it.

(3) Morning. Each claimed the boy as his own —quarrel.

(4) *Kotwal*—asked to decide—tempted—claim as his own.

(5) Qazi—heard the story—difficult to decide.

(6) "Tree of Wonder"—Qazi related the story—silence—suddenly branches drew the lad into the trunk—a voice. "Boy of wood. I am of wood. So mine. All things return to the place from whence they come. Go in peace."

(e) (1) Orphan girl, Bopoluchi—simple-minded.

(2) A rogue—"I am your uncle"—gave her trinkets—girl deceived.—took her home in jungle—entrusted to his wicked old mother.

(3) Rogue goes for food—Girl killed the old hag—changed dress with her—made the corpse sit before a *charkha*.—Herself ran to the jungle.

(4) He returns—calls for help to lift the hand-mill down—No response—Enraged—flings the load on the figure at the *charkha* mistaking it for Bop-luchi.

(5) Finds it to be his old mother—weeps helpless.

f) (1) Sheikh Farid—a holy man—worked miracles.

- (2) Met a driver—"What have you got in the bags?"—Driver bad-tempered—"Ashes," "Good, let it be ashes."
- (3) At merchant's shop—sugar turned into ashes—disgraced and beaten.
- (4) Back to Farid—entreaties—sugar again.
- (5) A greedy man tempted—requested Farid to teach him to be a fakir—Farid knew what he wanted. "Follow me."
- (6) Heap of bricks, 'Let these bricks be gold.'
- (7) Greedy man took two bricks stealthily. Farid turned, "why are you carrying clay bricks?" clay once again. "You steal bricks and yet you wish to be a fakir." Man ashamed.

13. Write stories with the following characters:—

(1) A miser.	(4) A devoted husband.
(2) A true friend.	(5) A fatalist.
(3) A devoted wife.	(6) An idealist.
(7) A dreamy professor.	(8) A soldier.

CHAPTER VII. LETTER-WRITING.

We all write letters—to our relatives, friends, acquaintances. Our manner and style change naturally in our correspondence with different persons. With intimate friends we are chatty, humorous, and full of delightful little details. The tone is, more or less, conversational. Towards relatives older than ourselves we are respectful and guarded, and discuss problems without any touch or suggestion of frivolity. We are very formal with mere acquaintances.

Whatever the manner may be, our letters in every case are living things. In the examination, however, our letters become stiff and barren. Simply because we are writing a letter for the purposes of an examination, we make an effort to show ourselves off. This "Examination pose" renders our letter unnatural and ridiculous. It should, therefore, be clearly borne in mind that an "examination letter" should be as natural and simple as our letters of every day life are. We should write with the same ease and frankness as we do outside the examination hall. Only then can our letter be of any merit; otherwise, it will be a wooden piece of writing, not a 'live' letter.

Students are apt to think that letter-writing is easy, and unbound by any rules. Now, this is a mistake. Letter-writing is easy only if you write naturally and simply, and not in any "set" form, so far as the body of a letter is concerned, or with a few "set expressions," which will make your letter a sham, not a real, living thing. A letter, like an essay, is personal. Its charm,

indeed its value, depends upon its personal touch. A few "set" expressions will serve only to give a false ring to it. Besides, there are certainly some rules which must be learnt before we can write correctly or decently.

Before we discuss the elements of letter-writting we give below a letter written by a student in an examination and also a letter written in real life.

No. 1. "*A letter to a friend describing a holiday visit to a town.*" A student wrote the following letter:—

21 Madan Hostel,

Nurpur,

3 July, 1933.

My dear Puri,

I am sorry to say that you have not written to me since long. If there is any cause of offence on my part, you please excuse but do write because I become anxious of your silence.

I want to relate to you the description of a visit to Hasanabdal, also known as Panja Sahib. I got into the train at Rawalpindi station which is a very big and beautiful station. Many passengers get into the train at this station because this is a very big . Well, I could not get a seat in the compartment, after I had a as a reat rush. However, the train start troublesome me we reached Taxila. At Taxile not move us rush because it is a Junction. I

Dear Raj, I from the station. Though there w

So I crowd but I got a seat and sat down all park, youth who cry strange people which interes Sahiblogs" Yesterday I y speak strange languages wh'r ways and was thrown But they are very rough peop about them preserves things. The train started and

I left I got down and took a tonga time betwe where is the handmark of Guru Na.

I took my bath and went to the town. I spent five hours there and came back to the station in the evening.

I should not waste your time more. I reached Rawalpindi in the night and came home.

I hope you also sometimes go to some beautiful places. Please write to me your visit to some good place.

Any service for,

Yours sincerely,
Krishna.

It was indeed, wasting his friend's time and his own ink and paper. Getting into the train and getting out, going about the town and coming back, and getting into the train once again,—it is nothing short of boring a friend. The letter is as dismal as a confession of sin ; the sooner it is done the better. This is not the way we write letters to friend we write to them in order to share with them our joys and sorrows.

No. 2. Now we give below a letter written freely, without the spectre of examination hanging over the writer :—

our
write with ~~the~~ s
the examination
any merit ; ot
not a ' live ' le

29, Circular Road,
Saddar Bazar,
Sialkot.

August 12, 1932.

Student
and unbearably in the land of Puran Bhagat, that brave Letter-writer centuries ago sacrificed his all for his chastity. simply, and went to see the historic well in which he of a letter is by his father. It is all ruined ; but it which will be sacred memory of that noble boy.

thing. A lecture in Lahore on the 18th July. I had a delightful tour in Lahore and Wazirabad. The sheikh joined

me at Gujranwala. A very funny thing happened in the train. We were about ten passengers in a small compartment. A man, evidently much fatigued, was reclining in a corner seat. He drew out a cigarette and held it lightly between his lips. As he was about to strike a match, some body drew our attention to something outside in the fields. The fellow with the cigarette also looked out, but before he could light his cigarette he dozed off. The cigarette dangled in his mouth, and the right hand with the match and the left with the match-box rested in his lap. I stood up and lit his cigarette. All roared with laughter. He got up and felt much put out. But then he realized the fun and smiled at me. Wasn't it a mighty fun? We all enjoyed it.

On the branch line from Wazirabad to Sialkot I was rather in a bad way. I lost my stick, the one you gave me; and then I was "caught" by a T. T. E. I tried to give him the slip, but when bad time comes all your efforts fail. My luggage was weighed and I was asked to pay about five rupees. A kindly gentleman, however, intervened and I paid one rupee to the T. T. E. and the police constable on duty, and was let off.

It was a poor beginning. Two days after I had a bad sore on my right hand. It became so troublesome that I had to undergo an operation. I could not move out of doors for a fortnight.

My house is situated just opposite to a small park. On the right side live some bearers of "Sahiblogs". These bearers are delightful people with queer ways and manners, I shall write to you someday about them in some detail.

I shall go to Jammu on Sunday next.

How does your affair with B—stand ? Is he the same old, revengeful fellow, or has he softened ?
With best wishes, I am,

Yours sincerely,
Sham.

This letter was acknowledged in the following letter: —

Harnpur,
Dist. Jhelum,
August 16, 1932.

Dear Sham,

Your letter of the 2nd August gave me a very great delight. I am glad you have had a successful operation.

It is very disappointing that the T. T. E., succeeded in 'catching' you. I wish I were there. You remember how at the Ludhiana station last year I had managed to embarrass a T. T. E., that pigeon-nosed fellow. However, be careful next time.

You will be glad to know that K—gave me a patient hearing, I feel light and relieved of my worry. I can't say what will happen as regards my pay. I have not made any request. Please pray for my welfare.

Your street is howling and I shall not go there in your absence.

It will surprise you that Kala Ram has begun to study the Gandhi Movement seriously. One night while I was going to the Sheikh's house, he began this topic and after about an hour's sitting accompanied me upto the City Police Station. The talk was inspiring. 'Acting' when we meet.

I shall let you know of my programme next week.

B—is as implacable as ever. He has exhausted my patience and I intend giving him good gruel.

With best wishes, I am,

Your sincerely,

Raj.

These two letters speak for themselves. They are personal and natural. Nor do they bear any sign of labour or strain. Such indeed should be your letters in the examination hall. Never try to be learned.

There are three kinds of letters.

- (1) Personal letters.
- (2) Business letters.
- (3) Official letters and applications.

I. Personal letters.

Letters that pass between friends and relatives are called personal letters. They cover a wide range of subjects. From serious domestic problems to the most frivolous details of life, all come within the province of personal letters. However, the thing that matters is not so much the subject discussed in a personal letter as the relation of the writer to that subject. The tone of a personal letter is that of a heart-to-heart talk.

The following parts of a personal letter may be carefully studied :—

- (a) Address of the sender, and the date.
- (b) Salutation.
- (c) Closing paragraph.
- (d) Subscription and name of the sender.

(a) The address of the sender is written at the right hand top corner of the paper. Thus :

39, Saraswati Hostel,
R. N. Intermediate College,
Lucknow.

Or

New Street,
Near Imperial Bank of India Ltd.,
Gujranwala.

or C/o Mr. Dhan Raj,
Pleader,
South Circular Road,
Nowshera.

It is important to remember that the details of address follow each other in separate lines marked off by a comma at the end and that the last line ends with a full stop.

The date comes immediately below the address. It may be written in any of the following forms :—

- (1) October 3, 1934.
- (2) October 3rd, 1934.
- (3) 3rd October, 1934.
- (4) 3rd Oct., 1934.
- (5) The 3rd October, 1934.
- (6) The 3rd of October, 1934.

Remember that the month and date are separated from the year by a comma ; and that there is a full stop at the end of the line.

(b) Salutation and subscription.

<i>Salutation.</i>	<i>Subscription.</i>
(1) Relations older than the writer are addressed as : My dear Father, My dear Brother, Dear Sister, etc.	(1) Yours affectionately, Yours very affectionately. Your most affectionate. Sham, Nazir, Sakina (Sign only first part of the name.)
(2) Relations younger than the writer are addressed by their pet names or by the first part of their names. Thus : My dear Gunchoo, <i>kaka</i> etc. My dear Usha, My dear Gopal, or Dear Gopal, etc.	(2) Yours affectionately, Yours very affectionately Your most affectionate, uncle, cousin etc.
(3) Intimate friends. Dear Raj, My dear Raj, Dear Ghuggi (nick name) Dear Champa,.....	(3) Yours very sincerely, Yours most sincerely, Murli, Vishwa..... (Sign only the first part of the name.)
(4) Less intimate friends are addressed thus : My dear Varma, (Amrit Lal Varma,) (My dear Kapur,) (Gurdas Rai Kapur,)	(4) Yours sincerely, Raj Narain. (Sign full name.)
(5) Acquaintances : Dear Mr. Varma, Dear Mr. Kapur, Dear Rai Sahib,	(5) Yours sincerely, (Sign full name.)

<i>Salutation.</i>	<i>Subscription.</i>
(6) Strangers : Sir, <i>or</i> Dear Sir,	(6) Yours truly, Abdul Majid. (Sign full name.)
(7) Professors and teachers My dear Sir, My dear Professor, (When you address a teacher as teacher, it should be thus : My dear Prof. Nanda, My dear Professor Suri.	(7) Yours sincerely, Yours respectfully, Brij Bhushan. (Full name.)

The usual form of salutation to ladies not related to you is their name and title as Dear Mrs. Bhanot, My dear Mrs. Arora.

In opening a personal letter we observe no formalities. Such expressions as "your loving note of 25th June to hand," "your kind remembrance just to hand," and other commonplace beginnings should be avoided. Begin straightway with the thought uppermost in your mind.

(c) **The closing paragraph.** A personal letter may close with such complimentary expressions as :

With love, I am,

With best wishes, I am,

With kind regards, I am,

Such close as "If you want this thing you can have it from."

Sincerely yours,

x x x x

or " Any service for

Yours sincerely,

x x x

should be avoided.

[The students are, at this stage, advised to find out and correct the mistakes in the first specimen letter above.]

II. Business Letters.

A personal letter may be chatty and discursive ; but a business letter is always clear, concise and definite. A loosely worded and slipshod business letter gives an impression of inefficient organisation. In the interests of business, therefore, a business letter should be free from exaggeration, repetition and unnecessary praise of your goods.

"Courtesy should be the keynote of business correspondence—courtesy without an anxiety to please the customers so as to over-reach them." (Singh and Garret.)

There are people who think that there is a special set of words and phrases which must be used in a business letter ; and they call it " Commercial English."

But there is no such thing as the commercial English, as the writers of " The Study and Writing of English" have remarked.

"There is no reason why you should not vary your phrase according to your sentiments. There is no justification for always saying," "With regard to my qualifications, "as for as the services of my family go," "for which act of kindness I shall ever pray etc". Why must a man always acknowledge "your esteemed favour of 5th ultimo," or address a man or a firm not as "You" or "Yourselves", but as "Your honour", "Your good-self", or "Good-selves". Does any special sacred-

ness attach to the phrases "Soliciting the favour of an early reply", "awaiting your esteemed commands", and the like, that every business letter should close with one or another of them?"

The Address of the sender and the date are written, as in a personal letter, at the top right hand corner of the paper.

The name and address of the person addressed are written on the left hand side a little lower than the sender's address. Thus :

The Imperial Bank of India, Ltd.,

The Mall,

Ferozepur Cant.

November 10, 1933.

Messrs. Ganpat Rai & Co.,

General Merchants,

Lutera Bazar,

Delhi.

The usual form of salutation is 'Dear Sir' or " Dear Sirs." " Dear Mr.———" is used where personal acquaintance exists between the correspondents. " Gentlemen" is also used as a form of salutation. It is more dignified than " Dear Sirs." It is used by the employees of a firm when writing to their Directors.

The *subscription* of a business letter is always :

Yours faithfully,

Ram Lal etc. (full name.)

We never open a business letter with " I have the honour to say." Begin in a business-like manner or with a reference to the correspondence that has already passed between the parties.

In officurce," "As regards my academic attain-
sender are wmay be safely omitted. "Thanking you in
paper. Thus," "I shall ever pray for the longevity of
From d the prosperity of your family" should be
t out of your application. They annoy rather
E. Bergs the person addressed.

ions.

Publial occasions an invitation takes the follow-

The name a. Labhaya Kakar requests the pleasure of
come immediately of Sardar Sahib Sardar Sohan Singh
name of the officerer at his house, Bazar Bansawala, at
tion is given. -hunday, the 3rd November, 1934.

To [R. S. V. P.

Bazar Basanwala,

Jullundhur City.

[“ R. S. V. P. are the initials of a French sentence
which means “ reply if you please.”]

the per 9, such formal invitations are accepted or declined in
Thus : ^{3rd} person. Thus :

N Sardar Sahib Sardar Sohan Singh Bhatia acknow-
Thes with thanks the kind invitation of Mr. Ram
of the bhaya Kakar to dinner at his house at 8-30 P. M. on
inday, the 3rd November, 1934. He regrets that he
nnot come on account of the illness of his wife.

Road,

r 30, 1934.

f the invitation is accepted, write ‘ he will
ome’ instead of the sentence italicised

At home. An invitation to an At Home.

(P. U. Inter. 1928.)

Mr. Jai Gopal Khanna,

At Home,
to

Mr. Har Narain,

On Sunday, the 9th December, 1934,
5-30 P. M.

R. S. V. P.

3, Multani Street,

RAWALPINDI.

The acknowledgement of an At Home takes the same form as in a formal invitation to dinner etc.

Points to remember.

1. In writing the date never use such contractions as the following :—

23/3/34, or 23-3-34, or 23-iii-34, or 23 $\frac{3}{4}$

2. Never write Dear (capital) if it is not the first word of the salutation thus My Dear Father. Write "Dear Father" or My dear Father.

3. In the opening paragraph never indulge in meaningless irrelevances such as "yours to hand", "yours, Thanks", "Nothing since long" etc.

4. Never write "Dear brother has written that.....", write the name of the brother if he is younger than yourself or simply brother.

5. Do not forget to make paragraphs if your subject is capable of division into distinct parts.

6. Do not close your letter with such contractions as "My B.C. to....." or in such abrupt way as "Please

convey once again, the heartiest congratulations, of yours

Yours sincerely,

Nando.

Remember it is yours, nor your's.

7. Such contractions as "Affectly" "sincly" "fully" "yrs. V. truly," or "P. C." for post card, etc., are vulgar.

8. There is no comma after "To" in an application in the following address :

To

The Principal,

Specimens.

No. 1. A letter to your father giving him reasons why you cannot marry just at present.

District Engineer's Office,

Ganganagar,

Dist. Kangra.

March 29, 1934.

My dear Father,

I received your letter of the 25th February last. I am sorry I could not write back to your earlier because I was overworked. Moreover, I could not make up my mind on the subject.

Without meaning any offence or opposition I may say that under my present circumstances I do not think it prudent to marry. I know this will disappoint you and mother, but I request you to consider the peculiar conditions in which we are placed.

The present post that I am holding is a temporary one and it brings me only thirty rupees a month. I must send you about fifteen rupees every month for your own

e
g
o

1. Copy of Tagor's Gitanjli.
2. Copies of Gandhi's "My Experiments with Truth".
3. Copies of Victor Hugo's "Les Miserable" Popular edition.
4. Regular and Irregular Verbs by Madam Makeeff.

I shall be obliged if you send these books as soon as possible.

Yours faithfully,
Raj Kumar.

No. 5. Write to the president of the municipality of your town drawing his attention to the unsatisfactory sanitation in your street.

20, College Square,
Lyallpur.

To

July 29, 1933.

The President,

The Municipal Committee,
Lyallpur.

Sir,

I wish to report to you that street No. 2 in the College Square is in an awfully dirty condition. The gutters are never cleaned regularly by the scavengers. They emit such foul stench that it is impossible to pass through the street without feeling giddy. Moreover, the scavengers are so insolent that they give impertinent replies when they are asked to do their work cautiously. The *bahishti* never brings enough water to wash out the drains.

The sweepers are so lazy and careless that they never remove the filth thrown out of the gutters. It is dumped in front of our houses.

The street is so ill-^{application to the Registrar of}
season you will find puddles. They breed mosquitoes, and other diseases.

We have requested our repripal Committee to bring this matter to your notice before the Committee. We have, however, Sutar Mandi, C/o L. Dass Mall, Rallia Ram Street, Lahore,

We shall be grateful if you kindly give us your attention to this matter as soon as possit
July 20, 1934.

Residei

in the Tribune
for my services
No. 6. Apply for the Headmastership

To

The President,

Matriculation
1930, in the

The R. N. High Scho
LUCKNOW.

Managing C

Un I got my
emplo. A., Lahore.

I shall

Sir,
With reference to
Tribune dated March 30
services for the Headmaster
Lucknow.

minute, and

ark & Co.,

worked as

ork to the

nt routine

n' working

Lahore. My

enough to

I am M. A., B. T. I
Examination of the Punjab
securing the *First position*
in 1926 I stood second in t
several medals and prizes.

maintain my family. I have been, theretore, forced to seek service elsewhere.

I shall be very thankful to you for a favourable consideration of my application.

The testimonials are attached for your consideration.

I beg to remain,
Sir,

Your most obedient servant,
Pran Nath.

No. 8. Write a notice suitable for the College Notice Board announcing a meeting of your College Debating Society. (P. U. 1929.)

A regular meeting of the College Debating Society will be held at 6 P. M. on Saturday, the 14th instant. The subject of debate will be "wile for wile."

Mr. Anand Swaroop Naple, E. A. C., will preside, Professors Gulati and Bali will act as Judges.

The following gentlemen will speak on the occasion :

Positive.

Rama Krishna III Year

Negative.

Ram Nath III Year.

Jai Kishan II Year

Pran Nath III Year.

Gian Chand I Year

Hari Chand II Year.

Har Narain I Year

Har Swaroop I Year.

Other gentlemen desirous of taking part in the debate may give their names to the Secretary.

Bhisham Dev,

Dated September 4, 1934.

Secretary,

The College Debating Society.

No. 9. A letter to the Editor of a newspaper.

To

The Editor,
 The Tribune.
 LAHORE.

Sir,

For some time past there has been growing among men of sober taste a strong resentment against the sort of matrimonial notices appearing in your esteemed paper. Apart from their substance which is sometimes most objectionable, the language employed in these notices is so 'atrocious' that one cannot read them without a feeling of revulsion. A matrimonial notice is an indication of an individual's mind; and the tone of most such advertisements is a sign of general moral depravity. It is a pity that a paper of the standing of the Tribune should allow such indecencies to go into print.

Sometime back the orthodox men cried against the open, insistent demand of dowry and exchange of photographs. Such people were termed 'old fogies' who, it was held, took delight in croaking over our new civilisation. Time, however, has shown that their old-fangled orthodoxy was indeed a wisdom. We soon grew tired of "bids" for marriage. To-day fortunately one does not come across such foolish demands in the matrimonial notices.

In their place, however, a worse thing has come. The advertisements that have taken their place are so outrageous to good taste and social decorum that one reads them with a disgust. Such advertisements as the one following are not solitary examples; they are unfortunately most common.

"Wonderful chances for young widows to become rich widower aged 40, master of thousands wants a beautiful....."

The indecency of the language is patent. It does little credit to the rotten old widower ; and much less to the paper and the public that can tolerate it. Another instance, rather mild of its kind, is :—

'A most charming bride for a bachelor of foreign qualifications.....'

The use of the superlative *most* is positively disgraceful for a bachelor of our society ; but, then, this bachelor has "*foreign*" qualifications.

Such advertisements are a disgrace to our tradition. It is time you should take up the matter seriously and discourage such foul expressions.

Yours truly,
Nihal Chand,

Dated 3rd September, 1932.

Headmaster,
KURALI.

No. 10. Another.

Hakim Rai Khan,
Niwan-Shehr.

July 30, 1930.

To

The Editor,
The Tribune,
LAHORE.

Sir,

I was pleased to read in the Tribune Mr. Bishan Chand's article on the "Curse of Siappa." At last we

have begun to consider this problem seriously. As pointed out by that writer it is really doing a lot of harm to Hindu Society. Only recently a whole family was wiped out by this evil custom. In a village near Pind Dadan Khan a man died leaving a widow and a boy of some odd months. The 'siappa' was in full swing when the young widow fainted. She fell upon her tender child and smothered him to death. When she came to senses she called for her boy. The shock of her son's death was so great that she lost her wits. Two days after she was found dead in her room. It was discovered that she committed suicide in the course of a fit of insanity.

It is time we should turn seriously to this evil among the Hindus.

Yours truly,
Bhushan Dev.

No. 11. A report of a theft.

30, Mohalla Bagrian,

Tulmurg Teksilon,

Dist., Karimpur,

April 28, 1932.

To

The Superintendent of Police,

Karimpur District,

KARIMPUR.

Sir,

During the last three months three thefts have taken place in Mohalla Bagrian, in the town Tulmurg Teksilon. Reports of these thefts were duly made to

the Police authorities ; but so far no clue to the thieves seems to have been traced. In the meantime another theft, the victim this time being myself, has come as the last straw on the back of the residents of the Mohalla in particular and the people of the town in general.

Last night some thieves broke into my house and took away some gold ornaments and valuable clothes, all valuing about two thousand rupees.

The facts of the case are as follows :—

Last night I was out of the station. At about two in the morning three men broke into my house on the eastern side. They had *chhavies* and long knives with them. The servant raised a cry ; but he was at once secured and gagged. They broke open the trunks and secured some gold ornaments and valuable clothes. In the meantime my wife hearing the cry of the servant hurried to the balcony upstairs, and cried for help. The thieves rushed to the door at the back of the house, and in a hurry dropped a *chhavi* and a shoe which I have kept with me as a possible clue to the theft. Before help could arrive, the theives made good their escape. It was pitch dark, so it was easy for them to escape through the *Nala* which runs close to my house.

My servant can recognise the fellows if shown to him.

It seems there is a regular gang of rascals who are out to rob others. They have been emboldened in their activities by the 'apparent' failure of the police to bring the culprits of the three previous thefts to book. A prompt action is, therefore, most urgent in the interests of law and peace.

We shall all feel grateful if you personally take the matter in hand as soon as possible. A list of things stolen is attached herewith.

I remain,
Yours faithfully,
Roop Narain,
A. D. I. of Schools.

No. 12. *A character certificate.*

R. N. College,
Amritsar,
May 19, 1930.

Ram Nath Khanna read with me during 1928-30. He was one of the best students in my Intermediate English class.

I had several occasions to examine his English Composition work. It always showed hard work and careful study. He writes a correct, idiomatic style.

He was a member of the College Hockey Eleven. The Captain, and the professor in charge of the team speak well of him. He was popular among students as a man who did his part well.

I always found him courteous and obedient.

He won many prizes and medals including one for social service in the College Hostel. He stood first from this college in the last University Intermediate Examination.

I consider him to be a trustworthy young man.

Har Gopal M. A.,
Principal.

No. 13. Recording a death.

It is with a heavy heart that we record the sudden and tragic death of Nau Nihal, a student of the 1st year class of this college. He was a very promising boy and was blooming with youth. He was amidst us till 6 P.M. on Wednesday, the 13th November 1925, when he went with a party of students to the canal. It was then that he took a lively jump into the canal to swim. This jump proved fatal.

We are very sorry to learn of such a premature close to a useful life. We convey our heartfelt sympathies to the bereaved family and pray for peace to the departed soul.

R. N. College Union Club,

The 14th November, 1925. Chananpur.

No. 14. Acknowledgement of a wedding gift.

28, Harrison Road,
Calcutta,

July 10, 1933.

My Dear Aunt,

I have received the parcel and have been much delighted to find a fine necklace in it. I wonder how you could think of such a pleasant gift for me ! I really wanted this and I have got it. I have so far seen very many necklaces but the like of one you have sent to me has never come before my eyes. This necklace is very lovely. I will always keep it close to my heart and cherish deep love for it and for you. I thank you a thousand times for this gift.

With love to Bala,

I am,
Yours very Affectionately,
Kumari Shyama.

No. 15. *A note of apology.*

15, Murree Road,
Rawalpindi,
11th December, 1930.

Dear Mr. Datt,

I am sorry to learn that my dog, Moti, who was hankering about in front of my *kothi*, barked at you and leapt upon your son, Romesh, yesterday. I understand that your son's clothes were thus spoiled. I am really sorry for that. I wonder how the dog could have the courage to bark at you! As my neighbours know the dog is very peaceful and sportive. I have kept him simply because my children find a play-mate in him. They jump about him and often pull his ears. The creature lies stretched at its full length, he does not show any sign of growl. I cannot understand with what intentions he leapt upon Romesh. I imagine they were playful. And if you allow me to bring Moti to your bungalow I will show you how Moti and Romesh become good friends within no time. However, I am sorry for the incident and hope that it will not occur again.

Yours very truly,
R. P. Mehta,
Advocate.

No. 16. *A letter of introduction.*

10, Kacheri Road,
Jhelum,
May 19, 1928.

My dear Bal Krishan,

The bearer of this chit is my excellent friend Mr. S. P. Malhotra. He is an Inspector, in the Govt. Oriental

Insurance Company. He is coming to your city on tour and will stay there for a few days to examine the offices of the company in the city and in its neighbourhood. You may kindly make a suitable conveyance arrangement for him. He is leaving his car here as the road between this place and Rawalpindi has been damaged by heavy rains.

Mr. Malhotra is a jolly friend. He is very social and a person of obliging disposition. (You will find this for yourself.) He is considered to be the life of the city here. He is throughout active and is running different clubs. I am sure you will find him a companion of the sort you love and admire.

He likes putting up in a decent hotel or a dak bungalow.

Yours sincerely,

R. P. Singh, M. A.

Inspector of Schools.

No. 17. Lost.

A bicycle yesterday, the 15th August between the hours of 6-30 and 8-15 P. M. at the 'Nishat Talkie House,' Mall Road, Rawalpindi. It was placed in the cycle-shed and was locked. It is a B. S. A. bicycle, is new, and bears the number 9576P. It has a black toolbag to which is attached a label with the name and address of the owner. The handle of the bicycle is covered with red rubber tubes. Any one who will restore the bicycle to the owner or can give him a clue to its recovery shall be awarded Rs. 25 by the undersigned.

Surindar Mohan,

2, Circular Road,

The 16th August, 1932,

Rawalpindi,

Exercises.

1. Write a letter to a friend suggesting the formation of a hockey club in your neighbourhood, giving details regarding management, subscription, membership, ground available, etc. (1915)
2. Write a letter proposing to a friend the ways of spending a week's holiday and inviting him or her to select one of them. (1916)
3. Write a letter to your friend asking him to join you in a holiday visit to a few of the principal cities of India. (1918)
4. Write a letter to your sister suggesting interesting books for her to read. (1919)
5. Write a letter to your old mother who has never seen a cinema picture, describing a 'talkie' you liked most.
6. Write a letter to your guardian describing your difficulties in the college hostel, making particular reference to the "mess."
7. Write a letter to a friend in school describing your daily programme of work.
8. Write a letter to your friend asking advice on the choice of your future profession.
9. Write a letter to a friend describing the town in which you live. (1920)
10. Write a letter to a friend describing a short railway journey. (P. U. 1921)
11. Write a letter to a friend describing what you did and saw during your vacation. (1921)
12. Write a letter to your guardian explaining why you failed in the last House Examination, (1923)

13. Write a letter to your friend congratulating him on his marriage. (1928)

14. Write to the Police Station giving full particulars of a lost dog, or bicycle, or purse. Offer a reward for recovery. (1925)

15. Write a letter of condolence to a friend on the death of his dog.

17. Write a letter to the Deputy Commissioner complaining against some undesirable action of the Municipal Committee of your town.

18. Write a letter to the President of the Municipal Committee of your town urging the need of a library and reading room in the town.

19. Write a letter to the Superintendent of Police complaining that there have been regular dacoities in your town and urging the need of special police arrangements.

20. Write a letter to the Station-master complaining against the rude behaviour of station coolies towards women passengers.

21. Write a letter to the Traffic Manager, North Western Railway, Lahore telling him that you have lost two boxes while travelling by train from Delhi to Amritsar. Give full particulars. (1917)

22. Write a letter to the Deputy Commissioner complaining that a flour mill has been set up in the neighbourhood of the Local Girls' School. Suggest suitable sites for the mill so that the mill owners may not suffer any material loss.

23. Write a letter to the Superintendent of Police, reporting the misconduct of a police constable. (1930)

24. Write a letter to the editor of a newspaper giving the correct version of some affair that took place recently in your town.

25. Write a letter to the officer in charge of the thana in your town informing him of a theft in your house, with particulars of the things stolen, and of other matters which might prove helpful in investigation.
26. Order books from a bookseller in Lahore.
27. Order sports goods from a firm in Sialkote.
28. Write to your tailor giving instructions for the making of your shirts and coat.
29. Write a note to your medical adviser informing him of the present state of your son's health, giving a full account of signs and symptoms of the disease as at present.
30. Write a letter to the Principal of your college requesting him to send you, a character certificate.

(1924)

31. Write a farewell address to a Professor who has been appointed Principal of a college.
32. Write a letter as from your guardian to the Principal of your college requesting him to give you concession in tuition fees.
33. Write to the Secretary of the Tennis Club suggesting improvements in the working of the club.
34. Write to the Director of Physical culture in your college suggesting ways to improve the gymnasium and requesting him to introduce new items of sports.
35. Write to the Principal of your college requesting him to arrange an excursion. Suggest the place you want to visit, the route, the expenditure per head, etc.
36. Write a letter to the Secretary of the local Seva Samiti requesting him to help you in tracing out your son who has been lost. Give particulars of the boy, his dress, complexion etc.

37. Answer the following advertisements :--

- (a) Wanted—A trained drill master with Scouting and Band playing qualifications. Apply stating minimum salary acceptable. Sanatan Dharam High School, Quetta.
- (b) A respectable and highly qualified gentleman at Lahore undertakes to teach English to ladies, gentlemen, and students upto B. A. standard. Easy terms. Apply No.3773 c/o Tribune, Lahore.
- (c) By an office in Lahore accounts clerk with knowledge of typing. Pay according to qualifications. Apply Box no. 3895 c/o Tribune.
- (d) Wanted a laboratory assistant in an Intermediate College. Apply stating age, experience etc., to Box no. 387 c/o Tribune, Lahore.
- (e) Full time paid workers on Rs. 40 per month. Youngmen of smart habits need only apply to Manager, The Picture Play Mcleod Road Lahore.

37. Write the following invitations, and replies to them :—

- (a) An invitation to a farewell party.
- (b) An invitation to the wedding of your brother.
- (c) An invitation to a person to give a short talk to your class.
- (d) An invitation to an 'At Home.'

38. You have lost your fountain pen. Write a notice for the College Notice Board.

39. You are a librarian. Write a short notice of instructions to visitors.

40. You have heard an interesting debate. Write a review of it for your college magazine.

41. A distinguished philanthropist has died. Write an obituary notice for the newspaper.
42. Write a telegram in 12 words about a clash between two parties over a Municipal Election.
43. Write an advertisement of a 'talking film' you saw recently.
44. Write an advertisement of a new kind of hair oil or soap prepared by you.
45. Write for your nephew a note of introduction to a friend who has a vacancy in his office.
46. Write a note to your friend recommending a governess for his children.
47. Write a short certificate for your servant.
48. Write an auction notice of a house.
49. Write for a bookseller a hand-bill about a new book on physical culture.
50. Write a brief notice announcing the organisation of a literary league in your town.

PARAPHRASING

Why Paraphrase ?

"The aim of a paraphrase is to show that we have fully and accurately grasped an author's meaning."

J.H. Fowler.

Regarded from this viewpoint paraphrasing becomes a very helpful and healthy exercise :—

(1) It trains the mind to appreciate the value of exact expression, to understand the full significance of a word or a figure of speech when properly used.

(2) It discourages the use of slovenly or loose expression and thus, ultimately trains the mind to exact thinking.

(3) It teaches us the art of expressing ourselves in precise and forcible language—*the art of good writing.*

(4) It enables us, more than anything else, to appreciate properly the value of language as used by the best of writers and the way in which they impress their ideas upon words and figures of speech i.e., to appreciate *good literature.*

How to Paraphrase ?

(1) Before proceeding to paraphrase a passage we must read it carefully, and as many times as necessary for the proper understanding of its meaning, and take down notes about the main ideas contained in it.

(2) In order to express *fully* an author's meaning we must not leave out any idea that is expressed or

suggested in the original, *nor must we add or include an idea not contained therein.*

(3) We must bring out clearly and *in our own words*, the *precise* meaning of the original.

(4) We must bring out the *full* significance and force of words and figurative expressions (metaphor and similes) used in the original.

(5) We must avoid the use of a slovenly expression and cultivate the habit of clear thinking and forcible writing.

(6) We must carefully examine the first draft of our paraphrase, filling in details omitted, deleting unnecessary expressions and repetitions, and improving upon our language. To *re-write* would always be found useful.

Some Cautions about Paraphrase.

Words Substitution. It would not be always necessary to change all the words and expressions of the original passage while paraphrasing it. Sometimes, it would be more sensible to keep certain individual words, expressions unaltered when nothing is gained by changing them, or when they are simpler to understand.

Wholeness. It must be understood that we paraphrase a passage *as a whole* and not individual words and expressions. For this reason it would be necessary to grasp the *full* meaning of the passage and then express this meaning in *our own language*, taking care that no idea in the original is lost sight of.

A Well-connected Writing. A good paraphrase would read like a well-connected piece of writing quite independent of the original for its sense or meaning. There should be absolutely no explanatory notes included in the body or added to the end of a paraphrase. It

should be self-sufficient, *i.e.*, it should be perfectly intelligible to anyone who has not seen the original.

Inversions. Whenever simplicity is to be gained the construction of sentences or the order in which they are placed may well be changed.

Example.

And on the tossing sea of steel
To and fro the standards reel.

Paraphrase.

The flags flutter in the midst of columns who are sunk in steel armour.

The following example affords a more involved construction.

Example.

Where, like a pillow on a bed,
A pregnant bank swelled up, to rest
The violet's declining head,
Sat we two, one another's best.

Reduced to normal prose order the above passage will read thus—

We two, one another's best (lovers),
Sat where a pregnant bank swelled up,
to rest the declining head of the
violet, like a pillow on a bed.

This might be, now, easily paraphrased as below—

Paraphrase. The two lovers sat on rich flower-bed which had been raised to serve the purpose of a pillow for the violets that hung their heads down to recline against it.

Length of Paraphrase. The question whether the paraphrase should be longer or shorter than the original is to be determined by the nature of the passage. If the original is *verbose*—*i.e.*, if it uses more words than is necessary to express the meaning—the paraphrase might well be shorter than it.

Example.

That punctual servant of all work, the sun, had just risen, and begun to strike a light on the morning of thirteenth of May, one thousand eight hundred and twenty seven, when Mr. Samuel Pickwick burst like another sun from his slumbers, threw open his chamber window, and looked out upon the world beneath. Goswell street was at his feet, Goswell street was on his right hand—as far as the eye could reach, Goswell street was on his left ; and the opposite side of Goswell street was over the way. [Charles Dickens]

Paraphrase.

Early, at sun-rise on May 13, 1827 Mr. Samuel Pickwick got up from his bed, opened the window of his room and looked out upon Goswell street.

But if the original is in a condensed style, closely packed with meaning or where a simile or some other figure of speech is left unworked out or incomplete, it would be necessary, in paraphrase, to bring out the meaning clearly without any possibility of confusion and work out the comparison. Consequently, in such cases the paraphrase would be considerably longer than the original.

Example.

Words are like leaves ; and where they most abound,
Much fruit of sense beneath is rarely found.

[Pope]

Here the comparison is not worked out. In the paraphrase the points of comparison must be made clearer, thus—

Paraphrase

As abundance of leaves is generally a sign that there is not much fruit, so abundance of words is generally a sign that there is little meaning.

In this instance the couplet has seventeen words whereas the paraphrase has twenty-eight, *ordinarily*,

paraphrase would be *a little* (but not much) longer than the original.

Exercise :—(Bring out the points of comparison.)

As lines, so loves oblique, may well
Themselves in every angle great :
But ours, so truly parallel,
Though infinite, can never meet.

[*Marvell*]

Figures of speech. We have shown in the above how a parallelism or simile should be treated in paraphrase. If there is a metaphor in the original it would be found simpler to convert it into a simile.

Example :—(*The metaphors are in italics.*)

There is a *tide* in the affairs of men,
Which, taken at the *flood*, lead on to fortune :
Omitted, all the *voyage* of their life
Is found in *shallows* and in miseries.

Paraphrase.

If we begin our voyage at a moment when the tide is favourable to us we make rapid progress to our destination but otherwise our ship is caught in shoals. Similarly if we avail ourselves of the opportunities offered to us by life we win easy success but if we fail to avail ourselves of them at the proper time we are involved into trouble.

Sometimes it would be well to drop off the metaphor altogether and give the sense in literal English.

Example :—

A cheerful, but an upright heart
Is *music* wheresoe'er thou art,

Paraphrase.

A cheerful and honest *heart* is *a source of joy* whereever we might be.

Exercises (for students.)

(i) The rank is but the *guinea's stamp*.

The man's the *gowd* for a' that.

[*gowd* = gold. a' = all]

(ii) Life's but a *walking shadow; a poor player that struts and frets his hour upon the stage*. And then is heard no more : it is a *tale told by an idiot*, full of sound and fury signify nothing.

Exclamations and Rhetorical Questions.

Exclamations should be turned into simple statements.

Example.

Oh, the sweet contentment

The countryman doth find !

Paraphrase.

I wish my mind could feel the contentment enjoyed by the countryman.

Or I wish I had the contentment of a *countryman*.

Rhetorical questions or questions that need no reply are best changed into affirmative or negative sentences. For example, "Who is here so base that would be a bondman?" should be changed thus—

"No one here can be so base as to wish to become a slave."

Exercise.

(i) O solitude ! where are the charms

That sages have seen in thy face ?

(ii) Which of you by taking thought can add one cubit unto his stature ?

Direct and Indirect. It would be advisable, generally, to use the *Direct Narration* instead of the *Indirect* in paraphrasing a passage.

Metonymy. Sometimes one word is used for another with which it is associated. In paraphrasing we must give the sense originally meant. Thus *sceptre* and

crown generally stand for *king*, and *scythe* and *spade* for *farmer*, for example—

Sceptre and crown
Must tumble down,
And in the dust be equal made
With the poor scythe and spade.

Paraphrase of Poetry.

The points discussed in this chapter, so far, would be found equally applicable to prose and poetry. But in poetry above any other art—

“ More is meant than meets the ear,” — and there is a greater scope of play for the imagination in it. For, in poetry, words are inspired with meanings beyond their literal sense and much less is expressed than is meant. Paraphrase would never be complete unless it contains all these half-expressed suggestions, these inarticulate desires and hopes.

Archaic Expressions. In poetry, again, archaic words and antique expressions are frequently used. All of these must be replaced with their modern synonyms in a paraphrase.

Construction of sentences. Owing to considerations of rhyme and metre a poet would, generally, change the grammatical order of words. It would be useful before paraphrasing lines of poetry to restore them to prose-order—viz., to their normal grammatical sequence.

Examples of Paraphrase.

1

Hope springs eternal in the human breast :
Man never is, but always to be blest.

Paraphrase.

"Hope in the human heart is like a spring that never runs dry ; man places his bliss never in the present, but always in the future." [Low and Briggs]

2

Some murmur, when their sky is clear
 And wholly bright to view,
 If one small speck of dark appear
 In their great heaven of blue :
 And some with thankful love are filled,
 If but one streak of light,
 One ray of God's good mercy, gild
 The darkness of their night.

Points to be noted—

1. There are persons who lead generally, a happy and easy life. (*clear sky*)

(a) Sometimes they have a slight trouble. (*speck of dark*)

(b) Then they begin complaining (*murmur*) of their lot.

2. There are others who are beset with difficulties (*darkness of night*).

(a) Sometimes they are blessed with some small amount of joy. (*streak of light*)

(b) They are very thankful even for that.

With the help of these *points* and keeping the original in view we can easily complete the paraphrase—

Paraphrase.

There are persons who would begin complaining of their lot if amidst a life-time of joy and happiness they have to experience the slightest difficulty : but there are others who are beset with troubles on all sides and who

would yet be full of gratitude and love for God if they are blessed by Him with a single joy.

3

The lark now leaves his watery nest,
And climbing shakes his dewy wings,
He takes this window for the east,
And to implore your light, he sings—
Awake, awake ! the morn will never rise,
Till she can dress her beauty at your eyes.

The merchant bows unto the seaman's star,
The ploughman from the sun his season takes;
But still the lover wonders what they are,
Who look for day before his mistress wakes,
Awake, awake, break through your veil of lawn
Then draw your curtains and begin the dawn.

[Davenant]

Points to be noted.

1. It is near the morning hoar.
2. The lark rises and springs up.
3. His nest and wings are wet with dew.
4. He looks for the light of the morning towards your window and not to the sun.
5. The sun will not rise unless you are seen at the window.
6. The merchant follows the movements of the stars that guide his sailors at sea and the farmer looks up to the sun.
7. The lover thinks they are misled.
8. For him the day begins with the waking of the beloved.
9. So you should rise and begin my day.

Paraphrase.

Early, before the dawning of the day, the lark springs up from his nest wet with dew and shakes off the dew drops from its wings while climbing upwards. The bird looks for the light of the morning towards this window as if this were the east and sings to you in expectation of the light that you will send forth. Rise up because the morning requires the brilliance of your eyes to light it up.

A merchant follows the movements of the stars that guide his sailors at sea : a farmer depends upon the sun for the change of seasons that affects his harvest ; but a lover is greatly surprised to find that they believe that the day can rise before his beloved wakes up. Rise, my beloved, unfold your beauty, remove the curtains of the window, look out and thus let the morning light be revealed.

4

It is certain that no estimate is *more in danger of erroneous calculations* than that by which a man computes the force of his genius.

Paraphrase.

The opinion that a man forms about his own abilities is *likely to be most incorrect*.

5

There are, furthermore, certain great advantages which the pulpit orator has over other speakers. The themes which he treats are, for the audience he addresses, paramount to any other : they deal not with aesthetic appreciation, nor with earthly rights, but with the most momentous questions of human conduct and a future life.

Points to be noted.

1. A pulpit orator has certain great advantages over other speakers,

2. The audience regard his themes to be more important than any other theme.
3. His themes deal with the questions of human conduct and a future life.
4. These themes are more important than those of aesthetic appreciation or earthly rights.

Paraphrase.

Again, the speaker on religious subjects has certain important advantages over any other speaker. He does not deal with the questions of worldly rights or with the canons of art but with the most important problems of our conduct in this life and our fate in the next. And these are subjects which are held by the audience to be of more vital importance than any other.

Exercises.

In the following exercises an attempt has been made to help the student in grasping the passages for paraphrase by adding short explanatory *hints* at the end of each passage. Sometimes, the *main drift* or *substance* of the whole is also indicated in a short sentence with the same view. It is hoped that this departure from the practice followed in the books of composition in general would be found useful *on the whole*. It should be clearly understood that the foot-notes are intended more to help the student in *understanding* the passages *than* in supplying him words and expressions to be incorporated bodily in the *paraphrase*. A few exercises at the end. are left without *hints* in order to encourage independent attempts on the part of the students.

1.

(i) The dread of something after death,
 The undiscovered country from whose bourn
 No traveller returns, puzzles the will,
 And makes us rather bear those ills we have
 Than fly to others we know not of.

[**Hints.**—*Bourn*=limit, boundry. *Puzzles the will*=shakes or weakens the determination. *Those ills we have*—our present troubles, the troubles of this life.]

Substance.—The uncertainty about our fate after death reconciles us to the miseries of life.

(ii) The boast of heraldry, the pomp of power,
And all that beauty, all that wealth ever gave
Await alike the inevitable hour:
The paths of glory lead but to the grave.

[*Gray's Elegy*]

[**Hints**—*Heraldry*=nobility of birth. *Inevitable hour*=death. *Paths of glory*=glorious pursuits, pursuits that bring worldly honour.]

Substance.—The ultimate end of the glorious pursuits of life is nothingness.

2

Sweet day, so cool, so calm, so bright,
The bridal of the earth and sky,
The dew shall weep thy fall to-night,
For thou must die.

Sweet rose, whose hue angry and brave
Bids the rash gazer wipe his eye,
Thy root is ever in its grave,
And thou must die.

Sweet spring, full of sweet days and roses
A box where sweets compacted lie,
My music shows you have your closes,
And all must die.

Only a sweet and virtuous soul,
Like seasoned timber, never gives;
But though the whole world turn to coal

Then chiefly lives. [G. Herbert]

[**Hints.**—*bridal*=happy union. *The dew shall weep thy fall*=the falling of dew will be an indication that the

day has passed away ; *angry hue*=scarlet or red colour as of one in anger ; *brave*=beautiful ; *bids*.....*eye*=dazzles the glance of ; *thy root is ever in its grave*=you are short-lived ; *closes*=endings; *seasoned*='pakka' ; strong ; *gives*=breaks, gives way ; *turn to coal*=is destroyed, is burnt up ; *chiefly*=above other things, better than other things.]

Substance. The charming things of life wither and fade away but virtue survives.

3.

More things are wrought by prayer
Than this world dreams of. Wherefore, let thy voice
Rise like a fountain for me night and day.
For what are men better than sheep or goats
That nourish a blind life within the brain,
If, knowing God, they lift not hands of prayer
Both for themselves and those who call them friend ?

[Tennyson, *Morte D' Arthur.*]

[**Hints.**] *wrought*—performed, brought about : *wherefore*—therefore; *nourish*.....*brain*—lead a life of ignorance.]

Substance. Prayers are very efficacious and we must be praying constantly.

4.

We have trod the maze of error round,
Long wandering in the winding glade,
And now the torch of truth is found,
It only shows us where we strayed.
By long experience taught we know,
Can rightly judge of friends and foes,
Can all the worth of these allow,
And all the fault discern in those,

[P. U. Inter. 1914,

[**Hints.** *Trod*—trodden, travelled. *Maze of error*—intricate paths of wrong opinion, heresies. *Strayed*—wandered away from the path of truth. *Of these*—viz. of friends. *Those*—foes. *Allow*—admit, believe in.]

6.

Blossoms.

Fair pledges of a fruitful tree,
Why do you fall so fast ?
Your date is not so past,
But you may stay yet here a-while,
To blush and gently smile ;
And go at last.

What were you born to be
An hour or half's delight :
And so to bid good-night ?
'Twas pity Nature brought you forth,
Merely to show your worth
And lose you quite.

But you are lovely leaves, where we
May read how soon things have
Their end, though ne'er so brave :
And after they have shown their pride
Like you, a-while—they glide
Into the grave. [Robert Herrick.]

[**Hints.**—*pledges*—promise, guarantee; *to bid good-night*—to depart, to take leave ; *though.....brave*—however beautiful they might be ; *pride*—glory, beauty ; *glide*—pass away quietly.]

Substance. The swift disappearance of flowers proves that things beautiful and fair live a very short time.

6

(i) Sleep ! O gentle sleep !

Nature's soft nurse, how have I frightened thee,
That thou no more will weigh my eyelids down,
And steep my senses in forgetfulness ?

[*Henry IV*]

[**Hints**—Nature's.....nurse—soothing and comforting to human nature ; weigh.....down—visit my eyes ; steep—immerse.]

Substance. I long for sleep.

(ii) Neither a borrower nor a lender be,
For loan oft loses both itself and friend,
And borrowing dulls the edge of husbandry.
This above all—to thine own self be true ;
And it must follow, as the night the day,
Thou canst not then be false to any man.

[*Hamlet*]

[**Hints**—dulls.....husbandry—makes one extravagant.]

Substance. Both lending and borrowing are harmful.

7

They are all gone into the world of light !
And I alone sit lingering here ;
Their very memory is fair and bright,
And my sad thoughts doth clear.

It glows and glitters in my cloudy breast,
Like stars upon some gloomy grove,
Or those faint beams in which the hill is drest,
After the sun's remove.

I see them walking in an air of glory,
Whose light doth trample on my days :
My days which are at best but dull and hoary,
Mere glimmerings and decays.

[*Henry Vaughan.*]

[**Hints**—*They*—the dead ; *lingering*—staying idle ; *my sad.....clear*—cheer me up ; *cloudy breast*—dark, ignorant mind ; *those faint.....drest*—the twilight glow that wraps the hill-side ; *the sun's*—the rays of the sun ; *trample.....days*—fall on my life ; *hoary*—cheerless, lifeless, cold ; *mere.....decays*—shining feebly or becoming altogether dark.]

Substance. The dead move about in a region of joy and light. Rays from that region occasionally fall upon our dark and dull life.

8

The quality of mercy is not strained.
 It droppeth as the gentle rain from heaven
 Upon the place beneath ; it is twice blessed
 It blesseth him that gives and him that takes ;
 'Tis mightiest in the mightiest ; it becomes
 The thron'ed monarch better than his crown ;
 His sceptre shows the force of temporal power,
 The attribute to awe and majesty,
 Wherein doth sit the dread and fear of king ;
 But mercy is above this sceptred sway,
 It is enthroned in the heart of kings,
 It is an attribute to God himself ;
 And earthly power doth then show like God's
 When mercy season's justice.

[*Shakespeare—Merchant of Venice*]

[**Hints**—*strained*—forced. 'Tis.....mightiest—mercy shown by the great will be all the more beneficial; *becomes*—suits ; *sceptre*—staff of authority ; *temporal*—wordly ; *attribute to*—a characteristic of ; *wherein.....kings*—which make the kings feared by their subjects; *sceptred sway*—authoritative rule ; *mercy.....justice*—mercy is pleasantly mixed with justice.]

When God at first made man,
 Having a glass of blessing standing by ;
 Let us (said He) pour on him all we can :
 Let the world riches which dispersed lie
 Contract into a span.

So strength first made a way ;
 Then beauty flowed, then wisdom, honour,
 pleasure ;

When almost all was out, God made a stay,
 Perceiving that alone, of all His treasure
 Rest in the bottom lay.

For if I should (said He)
 Bestow this jewel also on my creature,
 He would adore My gifts instead of Me,
 And rest in Nature, not the God of Nature
 So both should losers be.

Yet let him keep the rest,
 But keep them with repining restlessness:
 Let him be rich and weary, that at least,
 If goodness lead him not, yet weariness
 May toss him to my breast.

[George Herbert]

Hints.—*Dispersed*—scattered; *contract.....span*—collect into a small space; *made a way*—was bestowed; *rest*—peace of mind; *and rest.....God of Nature*—and will find comfort in the good things of life and not in God who created them; *both*—God and man; *may toss.....breast*—may bring him to seek for comfort from God.

Substance.—Peace of mind is denied to man in this life so that he might bend to God for comfort,

10.

(i) Our life is not the life
 Of roses and of leaves ;
 Else wherefore this deep strife,
 This pain our, soul conceives ?
 The fall of ev'n such short-lived things
 To us some sorrow brings.

[**Hints.**—*The life.....leaves*—a pleasant, care-free life ; *else.....strife*—otherwise, how to explain the fierce struggle in our minds ; *conceives*—is filled with; *such things*—viz. roses and leaves.

Substance.—Our life is not easy and pleasant ; it is full of pain-giving thoughts.

(ii) We are all, like swimmers in the sea,
 Poised on the top of a huge wave of fate,
 Which hangs uncertain to which side to fall:
 And whether it will heave us up to land,
 And whether it will roll us out to sea,
 Back out to sea, to the deep waves of death,
 We know not. and no search will make us know:
 Only the event will teach us in its hour.

[*Arnold, Sohrab and Rustum*]

[**Hints.**—*Poised*—balanced; *the deep.....death*—the deep gulf which would envelope its victim; *event*—the actual occurrence; *in its hour*—when it comes about.

Substance. Our future hangs in the balance and any chance occurrence might drive us to success or utter failure.

11.

Alas ! they had been friends in youth ;
 But whispering tongues can poison truth :
 And constancy lives in realms above ;
 And life is thorny ; and youth is vain ;

And to be wroth with one we love
 Doth work like madness in the brain.
 And thus it chanced, as I divine,
 With Roland and Sir Leoline.
 Each spake words of high disdain
 And insult to his heart's best brother;
 They parted—ne'er to meet again !
 But never either found another
 To free the hollow heart from paining.
 They stood aloof, the scar remaining,
 Like cliffs which had been rent asunder ;
 A dreary sea now flows between ;—
 But neither heat, nor frost, nor thunder,
 Shall wholly do away, I ween,
 The marks of that which once hath been.

[Coleridge, Christabel

Hints.—*Whispering tongues*—slanderers, malicious reporters ; *constancy*.....*above*—fidelity cannot be expected in this world ; *thorny*—full of troubles ; *wroth*—angry ; *doth*.....*brain*—greatly agitates the mind ; *divine*—think ; *spake*—spoke ; *to free paining*—relieve the mind of its grief ; *flows between*—separates ; *ween*—believe, think ; *which.....hath been*—their former friendship.]

Substance.—Love and friendship often yield place to hate and resentment : but friends thus separated are the most miserable and they cannot altogether forget their original love.

12.

ike to the falling of a star,
 Or as the flights of eagles are ;
 Or like the fresh spring's gaudy hue,
 Or silver drops of morning dew ;
 Or like a wind that chafes the flood,

Or bubbles which on water stood :
 Even such is man, whose borrowed light
 Is straight called in and paid to-night.

The wind blows out the bubble dies ;
 The spring entombed in autumn lies ;
 The dew dries up, the star is shot :
 The flight is past—and man forgot.

[*Henry King*]

Hints.—*Gaudy hue*—brilliant colour; *chafes*—pursues, follows; *borrowed.....to-night*—the spirit of man is a debt received from Nature and has to be soon repaid; *the spring.....lies*—the spring is destroyed by autumn; *is shot*—shoots up and disappears; *the flight*—i.e., of the wind pursuing the flood.]

Substance. The life of man is quickly passed.

13.

Now came still evening on, and twilight grey
 Had in her sober livery all things clad ;
 Silence accompanied ; for beast and bird,
 They to their grassy couch, these to their nests
 Were slunk, all but the wakeful nightingale ;
 She all night long her amorous descent sung ;
 Silence was pleased : now glowed the firmament
 With living sapphires : Hesperus, that led
 The starry host, rode brightest, till the moon,
 Rising in clouded majesty, at length,
 Apparent queen, unveiled her peerless light,
 And over the dark her silver mantle threw.

[*Milton, Paradise Lost*]

Hints.—*twilight grey.....clad*—everything was wrapped up in the mild glow of the twilight; *sober*—mild, not bright; *livery*—dress; *clad*—dressed; *silence accompanied*—silence followed (the evening),

silence is personified ; *they*—viz, the beast ; *these*—birds ; *slunk*—retired ; *amorous*.....*sung*—sang her love song ; *silence was pleased*—silence became more intense (in contrast with the solitary singing of the nightingale) ; *glowed*—shone ; *firmament*—sky ; *living sapphires*—bright stars ; *Hesperus*—the evening star, the brightest of all the stars ; *clouded majesty*—beautiful, glorious clouds ; *apparent queen*—undisputed queen of the night ; *unveiled*—revealed ; *peerless*—matchless ; *silver mantle*—a cover of light.]

14.

Oh, world ! oh, life ! oh, time !
 On whose last steps I climb
 Trembling at that where I had stood before ;
 When will return the glory of your prime ?
 No more—O, never more !

Out of the day and night
 A joy has taken flight ;
 Fresh spring, and summer, and winter hour,
 Move my faint heart with grief, but with delight
 No more—O, never more !

[Shelley]

Substance. The joy of glory and the world has passed out of it for me.

15.

The Bird.

Hither thou com'st; the busy wind all night
 Blew through thy lodging, where thy own warm
 wing
 The pillow was, many a sullen storm
 (For which course man seems much the fitter
 born).

Rained on thy bed
And harmless head.

And now as fresh and cheerful as the light,
Thy little heart in early hymns doth sing
Unto that providence, whose unseen arm
Curbed them, and clothed thee well and warm.
All things that he praise Him ; and had
Their lesson taught them, when fist made.

[*Vaughan*]

[**Hints**.—*busy*—continuously blowing ; *where thy pillow was*—you had no other protection (against the storm) but the warmth of your wings ; *sullen*—fierce ; *for which.....born*—man is better able to face fierce weather than a bird ; *curbed*—controlled.

Substance. Every created object (except man) is thankful to God for even the smallest comforts of life.]

16.

(i) God gave all men all earth to love,
But since our hearts are small,
Ordained for each one spot should prove
Beloved over all ;

That, as He watched creations' birth
So we, in God-like mood,
May of our love create our earth
And see that it is good.

[**Hints**.—*Ordained*—ordered, decided ; *see.....good*—like it (a ref. to the story of creation.) God created the world and “*saw that it was good*”]

Substance. God has infused the love of a particular spot of land in our heart above other places.

(ii) If hence thy silence be
 As 'tis too just a cause ;
 Let this thought quicken thee :
 Minds that are great and free
 Should not on fortune pause,
 'Tis crown enough to virtue still, her own applause.

[Ben Jonson]

[**Hints.**—*Quicken*—cheer; *should not.....pause*
 —should not be moved with consideration of wealth ;
 '*Tis crown.....applause*—virtue is its own and the
 best reward.]

Substance. Wealth cannot be a consideration for
 noble minds.

17

Why are we weigh'd upon with heaviness,
 And utterly consumed with sharp distress,
 While all things else have rest from weariness ?
 All things have rest : why should we toil alone,
 We only toil, who are the first of things,
 And make perpetual moan,
 Still from one sorrow to another thrown :
 Nor ever fold our wings,
 And cease from wanderings,
 Nor steep our brows in slumber's holy balm ;
 Nor hearken what the inner spirit sings,
 'There is no joy but calm,
 Why should we only toil, the roof and crown of
 things ?

[Tennyson]

[**Hints**—*Who are.....things*—man is the premier creation of the world, the most important ; *still*—always ; *nor steep.....balm*—never enjoy a peaceful sleep ; *Nor hearken.....calm*—why should we not listen to what our

soul's advice viz., to have restfulness ; *the roof.....things*
—the best among the creation.]

Substance. Man moves in perpetual restlessness
and troubles—man the best of creation .

18.

Dull sublunary lover's love
(Whose soul is sense) cannot admit
Of absence, 'cause it doth remove
The thing which elemented it.
But we by a love so far refined,
That ourselves know not what it is,
Inter-assured of the mind,

Careless eyes, lips, and hands to miss.

[*Donne*]

Hints—*Sublunary*—earthly; *whose soul.....sense*
—who are led not by spiritual considerations, but by
bodily desires ; *elemented*—constituted, composed ; *we*—
we are guided ; *Inter-assured.....mind*—knowing of our
mutual affections.]

Substance. True love does not depend upon its
physical manifestations for its being.

19.

The shepherd's homely curds,
His cold thin drink out of his leather bottle ,
His wonted sleep under a fresh tree's shade,
All which secure and sweetly he enjoys,
Is far beyond a prince's delicacies,
His viands sparkling in a golden cup,
His body couched in a curious bed,
When care, mistrust, and treason wait on him.

[*King Henry VI*]

Hints—*Thin*—dilute; *wonted*—usual; *far beyond*
—better by far ; *delicacies*—delicacies, luxurious things ;
viands—articles of food ; *curious*—beautiful,

Substance. A shepherd with his humble fare is happier than a king whose riches do not help him against the heavy responsibilities and the dangers of his position.

20

Call it not vain :—they do not err,
Who say, that when the poet dies,
Mute Nature mourns her worshipper,
And celebrates his obsequies.

Not that, in sooth, o'er mortal urn
Those things inanimate can mourn ;
But that the stream, the wood, the gale,
Is vocal with the plaintive wail
Of those who, else forgotten long,
Lived in the poet's faithful song,
And with the poet's parting breath,
Whose memory feels a second death.

[*Scott, Lay of the Last Minstrel.*]

Hints—Obsequies—funeral rites ; *in sooth*—in truth ; *mortal urn*—the dead man's remains ; *inanimate*—lifeless; *gale*—gentle breeze ; *Is vocal*.....*wail*—resounds with mournings, rings with cries.

21

Beneath those rugged elm, that yew-tree shade,
Where heaves the turf in many a mouldering
heap,
Each in his narrow cell for ever laid,
The rude forefathers of the hamlet sleep

The breezy call of incense-breathing morn,
The swallow, twittering from her straw-built
shed,
The cock's shrill clarion, or the echoing horn,
No more shall rouse them from their lowly beds.

[*Gray's Elegy*]

[**Hints.**—*Rugged*—unsmooth; *where heaves*.....
heap—where many decayed heaps of ground have swelled up on the grassy surface; *narrow cell*—the grave; *hamlet*—villagers; *the breezy*.....*morn*—the fragrance of the early breeze; *clarion*—crowing; *lowly beds*—humble graves.]

22

Our birth is but a sleep and a forgetting :
The soul that rises with us our life's star,
Hath had else where its setting,
And cometh from afar ;
Not in entire forgetfulness,
And not in utter nakedness ,
But trailing clouds of glory do we come
From our God, who is our home.
Heaven lies about us in our infancy !

23

Glory of warrior, glory of orator, glory of song,
Paid with a voice flying by to be lost on an
endless sea—
Glory of virtue, to fight, to struggle, to right the
wrong—
Nay, she aimed not at glory, no lover of glory
she:
Give her the glory of going on, and till to be.
The wages of sin is death : if the wages of virtue
be dust
Would she have heart to endure for the life of
the warm and the fly ?
She desires no isles of the blest, no quiet seats
of the just,

To rest in a golden grave, or to bask in a
summer sky :

Give her the wages of going on, and not to die.

| Tennyson

24

The lunatic, the lover, and the poet,
Are of imagination all compact :
One sees more devils than vast hell can hold ;
That is the madman : the lover, all as frantic
Sees Helen's beauty in a brow of Egypt :
The poet's eye, in a fine frenzy rolling,
Doth glance from heaven to earth, from earth
to heaven

And, as imagination bodies forth
The forms of things unknown, the poet's pen
Turns them to shapes, and gives to airy nothing
A local habitation and a name.

| Shakespeare |

25

But often, in the world most crowded streets,
But often, in the din of strife
There rises an unspeakable desire
After the knowledge of our buried life .
A thirst to spend our fire and restless force
In tracking out our true, original course ;
A longing to enquire
Into the mystery of this heart which beats
So wild, so deep in us to know
Whence our lives come and where we go.

26

(i) Studies serve for delight, for ornament, and for
ability. Their chief use for delight is in privateness

and retiring ; for ornament is in discourse ; and for ability is in the judgment and disposition of business ; for expert men can execute, and perhaps judge of particulars, one by one ; but the general councils, and the plots and marshalling of affairs come best from those that are learned.

[Bacon's *Essay of Studies*]

(ii) I hold every man a debtor to his profession ; from the which as men do seek to receive countenance and profit so ought they of duty to endeavour themselves by way of amends to be a help and ornament thereunto.

[Bacon's *Maxims of the Law*]

27

"I cannot agree," said Mr. Foster, "in the consequence being so very disastrous. I admit that in some respects the use of animal food retards, though it cannot materially inhibit, the perfectibility of the species. But the use of fire was indispensably necessary to give being to the various arts of life which in their rapid and interminable progress, will finally conduct every individual of the race to the philosophic pinnacle of pure and perfect felicity."

[T. L. Peacock, *Headlong Hall*]

28

It had been hard for him that spake it, to have put more truth and untruth together in few words, than in that speech, whosoever is delighted in solitude, is either a wild beast or a God. For it is most true, that a natural and secret hatred and aversion towards society, in any man, hath somewhat of the savage beast ; but it is most untrue that it should have any character at all of the divine nature, except it proceed, not out of pleasure in solitude, but out of a love and desire to sequester a man's self for higher conversation,

29

Travel, in the younger sort, is a part of education : in the elder part of experience. He that travelleth—into a country, before he hath some entrance into the language, goeth to school, and not to travel. That young men travel under some tutor, or grave servant, I allow well ; so that he be such a one that hath the language, and hath been in the country before ; whereby he may be able to tell them what things are worthy to be seen in the country where they go, what acquaintances they are to seek, what exercises or discipline the place yieldeth ; for else young men shall go hooded and look abroad little.

30

So is every man ; he is born in vanity and sin ; he comes into the world like morning mushrooms, soon thrusting up their heads into the air, and conversing with their kindred of the same production, and as soon they turn into dust and forgetfulness—some of them without any other interest in the affairs of the world, but that they made their parents a little glad and very sorrowful : others ride longer in the storm ; it may be until seven years of vanity be expired, and then peradventure the sun shines hot upon their heads, and they fall into the shades below, into the cover of death and darkness of the grave to hide them.

31

In pursuance of the jailers compliance, Jenkinson was despatched in seach of Timothy Baxter, while we were amused at the assiduity of our younger boy who had just come in, and climbed up Sir William's neck in order to kiss him. His mother was immediately going to chastise his familiarity, but the worthy man prevented her,

[Goldsmith, *The Vicar of Wakefield*]

In this work, when it shall be found that much is omitted, let it not be forgotten that much likewise is performed ; and though no book was ever spared out of tenderness to the author, and the world is little solicitous to know whence proceeded the faults of that which it condemns, yet it may gratify curiosity to inform it, that the *English Dictionary* was written with little assistance of the learned, and without any patronage of the "great ; not in the soft obscurities of retirement, or under the shelter of academic bowers, but amid inconvenience and distraction, in sickness and in sorrow. It may repress the triumph of malignant criticism to observe, that if our language is not here fully displayed, I have only failed in an attempt which no human powers have hitherto completed.

[Johnson]

PARAGRAPH-WRITING

We have always to break up a long, prose composition into paragraphs. Sometimes, students are required in the examination to write a single paragraph on a given subject. It is, therefore, important that the function of a paragraph in a prose writing and the principles of paragraph structure be clearly understood.

A Paragraph is a group of sentences that are closely related together and that develop *one* particular idea or theme.

Length of the Paragraph. No hard and fast rule can be laid down with regard to the *length* of a paragraph. It will be generally determined by the scope of the *idea* and the way in which it is treated. Modern writers of prose prefer short paragraphs. In a short paragraph it is easy to secure unity of impression and avoid digressions so that there is hardly any strain upon the attention of the reader in reading and following the trend of the argument. In a long paragraph, the construction becomes invaluable and the principle of unity is lost sight of.

On the other hand, very short paragraphs disturb the continuity of the composition and make the style jumpy and abrupt.

The essential features of a good paragraph are (*i*) *unity*, (*ii*) *emphasis*, and (*iii*) *coherence*.

Unity. "Every paragraph must be the expression of one central idea, which may be called its *theme* or subject. The theme may be developed, modified, or

illustrated in every conceivable way, but each sentence must have some bearing on it, there must be no digressions and no wandering from the subject."

[Low and Briggs]

Every new thought should be given a new paragraph and all the sentences in the paragraph should contribute to express that thought. A paragraph, must have *unity*.

A paragraph that observes the principle of *unity* can be easily *summed up in a single sentence.*

Examples.

(1) The institution of single combat is as old as the beginning of history. In the earliest times, selected champions did battle on behalf of opposing armies. The combat of the Horatii with the Curiatii, the champions of Rome with the champions of Alba, is the subject of one of the oldest of Roman legends. The victory of David over Goliath, the champion of the Israelites over the champion of Philistines, is one of the most striking episodes in the Old Testament.

In this instance the first sentence sums up the meaning of the paragraph. The second sentence is almost a repetition of the first, and the third and the fourth supply two illustrations to establish the truth of the statement made in the first sentence.

(2) The man who is perpetually hesitating which of the two things he will do first, will do neither. The man who resolves, but suffers his resolution to be changed by the first counter suggestion of a friend,—who fluctuates from opinion to opinion, from plan to plan, and veers like a weather-cock to every point of the compass, with every breath of caprice that blows—can never accomplish any thing great or useful. Instead of being progressive in anything, he will be at best stationary, and more probably retrograde in all. It is only the man who first consults wisely, then resolves firmly and then executes his purpose with inflexible perseverance, undismayed by those petty difficulties which daunt a weaker

spirit,—that can advance to eminence in any line. Take your course wisely, but firmly ; and having taken it, hold upon it with heroic resolution, and the Alps and Pyrenees will sink before you.

The *theme* of the above paragraph can be summed up as follow :—

“A well-considered and firm action alone can lead to success.”

The first and the concluding sentences simply make the above statement, the second, the third, and the fourth emphasise it.

Exercise I.

Express, in a single sentence and in your own language the thought of each of the following paragraphs.

(1) The functions of military music are far more important and varied than any superficial observer would suppose. Music is generally regarded chiefly as an agreeable means of amusement and recreation, as one of the most refined and expressive of arts, as appealing to emotion and contributing to pleasure. Military music does all this, and more. It has its value as a means of recreation. It has also a practical utility which renders it a most important accessory of the art of war.

(2) Before marriage we cannot be too inquisitive and discerning in the faults of the persons beloved, nor after it too dim-sighted and superficial. However perfect and accomplished the person appears to you at a distance, you will find many blemishes and imperfections in her humour upon a more intimate acquaintance, which you never discovered or perhaps suspected. Here, therefore discretion and good-nature are to shew their strength ; the first will hinder your thought from dwelling on what is agreeable, the other will raise in

you all the tenderness of compassion and humanity, and by degrees soften those very imperfections into beauties.

(3) Generally, we are under an impression that a man's duties are public, and a woman's private. But this is not altogether so. A man has a personal work or duty, relating to his own home, and a public work or duty, which is the expansion of the other, relating to the state. So a woman has a personal work or duty, relating to her own home, and a public work or duty, which is an expansion of that.

Emphasis. In building a paragraph we must so arrange our sentences that what is important becomes prominent and attracts the attention of the reader. An idea can be made prominent in different ways :—

- (i) By means of a *topic sentence*, i.e., by stating the *theme* or *topic* of the paragraph in a sentence and by giving this sentence a prominent position, say, in the beginning of the paragraph.
- (ii) By means of a *summary sentence*, i.e., by devoting the last sentence of the paragraph to stating the *theme*.
- (iii) By means of developing the main idea through *relevant details*.

(i) *The Topic Sentence.*

The using of the *topic sentence* is very helpful in making clear the main thought of the paragraph. Such a sentence is most commonly and fitly used in the beginning of the paragraph. It arrests the reader's attention and furnishes him an unmistakeable clue to what is to follow. In the examples and exercises given above the reader can find for himself several instances of the use of the *topic sentence* in the beginning of the

paragraph. Two instances more are given below. The topic sentence is written in *italics*.

(1) *The first and most obvious advantage of compulsory military service is that it ensures a large army.* In those nations where universal conscription prevails, every able-bodied man in the country is or has been a soldier. The whole population is trained to arms. If this training is efficiently carried out, and if further, there is a complete and efficient system of military organisation in thorough working order, this huge fighting machine is an ideal national defence.

In this instance the first sentence expresses the *theme* (topic sentence). The second and the third explain this and the last further emphasises the theme by more or less re-stating it.

(2) *About this part of my journey I saw the likeness of a fresh water-lake.* I saw, as it seemed, a broad street of calm water stretching far and fair towards the south—stretching deep into winding creeks, and hemmed in by jetting promontories, and shelving smooth off towards the shallow side: on its bosom the reflected fire of the sun lay playing and seeming to float as though upon still waters.

Here the opening sentence gives the *theme* and what follows is merely details.

Sometimes, however, the paragraph does not open with a *topic sentence* which may come second, or later in the paragraph. Sometimes especially in narrative, there is no *topic sentence*.

(ii) *The summary sentence.*

As a long periodic sentence holds the reader in suspense till the end, similarly a paragraph with a *summary sentence* at the end has the advantage of holding the reader in suspense till the last sentence. The *summary sentence*, however, is less frequently employed than the *topic sentence*. Study the following examples carefully:—

If I stood here to-night to tell the story of Napoleon, I should take it from the lips of Frenchmen, who find no language rich enough to paint the great captain of the nineteenth century. Were I here to tell you the story of Washington, I should take it from your hearts,—you, who think no marble white enough on which to carve the name of the Father of his country. I am about to tell you the story of a negro who has left hardly one written line. I am to glean it from the reluctant testimony of Britons, Frenchmen, Spaniards—men who despised him because he had beaten them in many a battle. *All the materials for his biography are from the lips of his enemies.*

In this instance the *theme* of the paragraph is kept back till the last, while the first four sentences simply prepare the reader for the climax.

(iii) Relevant Details.

The *topic* or the summary sentence merely states the *theme* but it is the body of the paragraph that must be utilized to illustrate, explain, or prove it until the point aimed at stands out clearly.

Sometimes, each of the sentences in a paragraph repeats the *theme* in a different form. For example—

Lakes are even more restful than rivers or the sea. Rivers are always flowing, though it may be but slowly ; the sea may rest awhile, now and then, but is generally full of action and energy ; while lakes seem to sleep and dream. Lakes in fine scenery are like silver ornaments on a beautiful dress, like liquid jems in a rich setting, or bright eyes in a lovely face. Indeed as we gaze down on a lake from some hill or cliff it almost looks solid, like some great blue crystal.

Here each of the four sentences describes in a different manner the *restfulness of lakes*.

Coherence. Just as in a complex sentence the subordinate clauses are held fast to the *principal clause* by reason of their *sense* and by means of the *connectives*

(used to keep the different clauses together,) similarly, in a paragraph the different sentences must stick fast together and to the *topic sentence*. This coherence can be gained by the following means :—

(i) By building the paragraph on some definite plan. Sometimes it is possible to state in the beginning that the subject can be divided into two or more parts and then to consider them in order. When that is not possible the various details should be introduced in their logical sequence so that one should lead to the other.

(ii) Coherence is also gained by a proper use of the *connectives*, such as *moreover*, *however*, *nevertheless*, *yet*, *but*, *and*, *therefore*, *at least*, *in the first instance*, *hence*, *etc.*, *etc.*.

Weak Connectives. *And*, *also*, *and so* should be very seldom used in the beginning of a sentence, however useful they might be in the body of the sentence.

The writing of single Paragraphs.

The writing of *single paragraphs* on given subjects is a very useful exercise in composition and provides excellent training preparatory to essay-writing. Often in the reexaminations also, candidates are required to write single paragraphs on set subjects. It would be, therefore, good for the students to understand clearly what has been discussed in the present chapter about paragraph-writing. The main points are summed up below :—

(i) A paragraph should contain a *single thought* or *theme*, that is, it must have *unity*.

(ii) This *theme* should be made prominent so as to stand out clearly for the reader to grasp it.

(iii) A *theme* can be made prominent generally by introducing a *topic sentence* in the beginning of the

paragraph or a *summary sentence* at its close—*i. e.*, a sentence that gives the *gist* or *theme* of the paragraph.

(iv) The body of the paragraph should be filled in with *details* that go to explain and develop the *thought* expressed in the *topic sentence* or that lead to the conclusion drawn in the *summary sentence*—*i. e.*, *details* that help the reader in grasping the *theme*.

(v) The different sentences should be closely linked together by means of proper *connectives* and otherwise so as to form a good piece of prose—one sentence leading to another and developing the *thought* of the paragraph.

It would be clear from the above resume that *paragraph-writing* is a definite *art* with a *technique* of its own. Thus when a student is asked to write a paragraph on a given subject he should not confuse this with “writing *ten lines*” upon that subject. Whereas writing of *ten lines* upon a subject might mean giving as many ideas about the subject as you like within the set limit. Writing a paragraph would require you to select *one* out of these several ideas and to state, develop, and explain this idea by means of well-connected sentences in logical sequence with a good final sentence winding up the argument.

A close study of the following specimens of paragraph-writing will be found helpful.

Specimens of Paragraph-writing.

1.

Suppose we are required to write a paragraph on “The Camel.” The ideas that will suggest themselves to our mind about this animal will be something like this :—

- (i) Its peculiar bodily shape and form.
- (ii) Its hardy nature.
- (iii) Its usefulness.
- (iv) Its domesticity.
- (v) Its faithfulness to its owner.
- (vi) Stories of its sagacity.
- (vii) Stories of its revengeful nature. etc, etc.

In a full description about the animal we can include all of the above topics but in writing a single paragraph about it, we have to choose only *one* of these and confine ourselves to it. Here we shall take the *second* topic—viz, *the hardy nature of the camel*—as the *theme* of our paragraph.

The Camel.

The camel is a very hardy animal. It carries double the load carried by a horse and travels long distances without showing symptoms of fatigue. What is more, it can live without food and water for several days together. That is why it is employed for purposes of travelling through the deserts where for weeks, on end, you see neither water nor grass. Under the burning rays of the tropical sun, the desert blazes like a furnace and the sand scorches the feet. Still you can hear the droning bells of the caravans and camels even in the heart of a desert. *Surely, hardness can go no further!*

This descriptive paragraph is built upon a very simple plan. It opens with the *topic sentence* which places the *theme* clearly before the reader. The next five sentences *explain* the theme with the help of details and instances. Lest the mind of the reader be lost in this wealth of details the *concluding sentence* re-asserts the theme with proper emphasis.

2.

Now we shall attempt a subject that calls for a greater play of the fancy—

The Morning Scene in a Garden.

There is nothing more refreshing than a leisurely stroll in the early hours of the morn on the luxuriant walks of a park or garden. Nature is at peace with herself at dawn. Presently, a light breeze starts up awaking, as it were, the sleeping beauties of the garden. The dew-washed flowers open their eyes with a start and find that their sweet fragrance, which is their precious treasure, is rifled and the whole of the garden is rich with the plunder. The colours of the rainbow are reflected in the rose, the violet, the daffodils, and many more that leap and dance with joy trying to make the most of a short existence and to teach us by their mute but eloquent logic to do the same.

Here, the *theme* is expressed in the opening sentence. Each of the succeeding sentence calls forth a beautiful picture before the mind and thus emphasises the subject.

3.

The two paragraphs, written above, are descriptive. Now we shall take an example of narrative writing.

A Fire Accident.

Negligence in ordinary matters sometimes results in very serious consequences. I was in Srinagar, last summer, when I had to witness what might have been avoided by a little amount of care or foresight. I was awakened out of sleep, one night, by a confused noise in the street. Looking out of the window I could see in

my neighbourhood a house wrapped in flames. I rushed to the scene of accident and found that the balcony of the house was already burnt up and that the rest of the house was quickly being swallowed by the fire. It was with considerable difficulty that the efforts of the Fire Brigade were successful in controlling the situation and extinguishing the fire. Meanwhile, the inmates of the adjoining houses were passing a very anxious time. But, fortunately for them, there was no breeze that night, and this saved the neighbourhood. The house itself, however, was completely burnt down with its effects and the accident must have impoverished the owner by a goodly thousands. As it turned out at enquiry *the whole mischief was due to the carelessness of a house-maid who did not think of extinguishing the kitchen fire before going to bed.*

It would be difficult to give an impression of unity about a paragraph in narrative-writing without emphasising the idea that must control the paragraph. In the present instance the controlling idea—viz., that negligence sometimes leads to serious consequences—opens the paragraph and also winds it up.

4.

We shall give now a specimen of reflective paragraph.

Scouting.

All the principles of scouting are ennobling and great. "Be Prepared," is a scout's motto—*be prepared* to help others and to face difficulties and dangers in the path of truth. But it is felt that as the scouting movement is widening in its sphere of activities it shows signs of a falling off, signs of degradation. The form has survived but the spirit is gone. We must clearly understand that as the human body is a dead-weight,

without the soul ; so scouting, when its principles are forgotten, means only a waste of human energies.

The present paragraph has, more or less, a disagreeable statement to make and therefore the theme is not expressed in the opening sentences. In the beginning a very cautious approach is made to the subject slowly preparing the ground for the statement made at the end of the paragraph.

Exercise II

Write a paragraph on each of the following :—

1. A cricket match ; Indoor games ; The game of Football ; A bicycle ; A clock.
2. An eclipse ; Aerial navigation ; Wireless ; Photography ; A museum.
3. Birds as an example of Industry ; A favourite book of yours ; A wet day in winter.
4. Climbing a hill ; Travelling third class ; Riding a cycle ; Getting Photographed ; Shopping.
5. A tailor ; A village blacksmith ; An Indian 'fakir', or 'Sadhu'.
6. A moonlit night ; River-side ; Sunrise.
7. The Taj ; The Kutab Minar.

Exercise III

Write a paragraph on each of the following :—

1. A motor accident ; A drowning tragedy ; A riot.
2. A tea-party ; A picnic ; A walking tour.

Exercise IV

Write a paragraph on each of the following :—

1. Moral courage ; Kindness to the animals ; A happy man,

2. Physical exercise ; Early-rising ; Hobbies ; Uses of trees and rivers.
3. Influence of Newspapers ; Co-education ; Modern ways of Travelling ; The power of public opinion.
4. "Look before you leap" ; "Castles in the air" ; "Habit is second Nature" ; "Rome was not built in a day".
5. (i) "Conscience doth make cowards of us all".
 (ii) "The old order changeth yielding place to new".
 (iii) "He prayeth well, who loveth well
Both man and bird and beast."
 (iv) "The heights by great men reached and kept
Were not attained by sudden flight."
 (v) "Hope springs eternal in the human breast."

Exercise V

I. Complete the paragraph of which the following might form proper opening sentences :—

1. From the summit of the hill they saw the sun set.
2. When the flames were out we saw how great a loss we had suffered.
3. In a moment the storm was upon them.
4. It was one of the happiest days in my life.
5. There is hardly anything which gives a more sensible delight than the enjoyment of a cool, still evening after the uneasiness of a hot, sultry day.

II. Write out the paragraph of which the following sentences might form proper endings :—

1.....The lieutenant grasped his hand saying,
"This night you have proved yourself a faithful pilot, and
such a sea-man as the world cannot equal."

2.....Thus in every case our joys are rendered
more intense and more permanent by being shared
with friends.

3.....The joint family system fails to achieve
this end and therefore stands condemned.

SUMMARISING OR PRECIS-WRITING OF UNSEEN PASSAGES.

Why Summarise ?

Summarising or writing the precis of a given passage is a very useful exercise in so far as it encourages a careful and a minute study of what we read. It fixes our attention on that which is essential in a writing as apart from what is only of a subsidiary interest or importance. Thus precis-writing helps us in thoroughly analysing and understanding a passage and cultivates in us the habit, in general, of intelligent reading.

It further helps us as an exercise in composition. By means of minutely studying and analysing passages of standard prose ; by noting how the main idea is worked out in them, how it is embellished or illustrated by a wealth of detail, by illustrations, by figures of speech, and how the effects are secured, our mind is trained in the art of good writing.

For the office clerk who has to epitomise lengthy files and documents before presenting them to his officers, for a News-service that cannot be too economical in the use of words, for a press reporter who has to condense into a single column the matter which would otherwise cover several pages, for one who reviews, for one who criticises a book, an incident, or a situation the art of precis-writing is most valuable.

How to Summarise ?

1. Read the passage carefully so as to grasp its exact meaning. More than one reading would be necessary for this purpose.

2. Note down on a separate piece of paper the essential points or main ideas contained in it.
3. Keeping in view these jottings as well as the original write down the summary or precis.
4. The summary should not be expressed in the very sentences and words of the original. Summarising is an exercise to test the power of expression of a student. It should be, therefore, written in student's own words as far as possible.
5. No new idea should be included in the summary.
6. The summarised piece should be a connected whole.
7. Generally the first draft is not very satisfactory. It would be always found useful to attempt further condensing or pruning before the finished thing can be produced.
8. Unless the length of the summary is expressly mentioned, it should be nearly one third of the original.
9. In summarising all the ornaments of style in the original, illustrations, periphrases, proverbs, maxims, similes or other decorations should be, as a rule, discarded.

The following exercises with their summaries may be studied by the students with advantage. In making the summary a great care is taken to present it in the simplest possible language.

Exercise I.

Just as it is incumbent on every one to earn as much as he honestly can, to widen the channel of his income, and to increase his business, it is still more so to

take care not to let the spirit of money-getting master him. Money may save you from many life's worries, secure comfort, oil the leaves of your daily life and enable you to live unharrassed by life's petty pin pricks, but money is never synonymous with happiness, and if it has been easily acquired, it generally corrodes the character, stunts the growth of a man from the height of intellectual or commercial superiority to which he might have risen urged by necessity or keenness of competition. Men born in luxury and affluence are very often degraded in character and morals because everything was made easy for them from the beginning of their lives and they have lost their instinct for labour, their great possibilities are left unrealised, they and their world are left poorer for their lack of incentive to exertion. A miser is but a slave of his millions and like the fabled dog in the manger can neither eat the food himself nor let others enjoy it. There is always a limit to a man's needs and a supply after that is mere waste. A man can wear but one suit of clothes at a time, eat only a certain amount of food, sleep only in one bed, so a life of constant worry to amass more riches, to supply more unnecessary luxuries is to be earnestly deprecated.

Summarise the above passage in not more than ten lines.

Let us first read the passage thoroughly keeping in view the salient points. Let us jot those down in the following manner. This is a step towards summarising.

1. To earn money honestly is necessary for all.
2. Money-getting instinct should not master a man.
3. Rich persons who acquire money easily do not get chances of full development.

4. Money needed for daily requirements, superfluous money is uselessly hoarded and carries no particular value.

The above few points serve as a rough sketch. From it we can make the required summary.

It is necessary for every man to earn money honestly and to increase his earning capacity. But it is very dangerous to let the money-instinct overpower a man. Easy-got wealth has evil effects on character and moral. That is why born rich men have no incentive for labour. Man's needs are limited. Hoarding money like a miser is in no way a healthy pursuit. Money, therefore, cannot be the source of real happiness.

Exercise II.

A man's tendencies and innate capacities should never be ignored. To put a thin nervous, weakly young man with a bad heredity, into one of the learned professions is to deprive him of the one chance of a happy life which he might have attained by outdoor healthy work. Similarly to make a lawyer, or a philosopher, of a man who has more muscular development than keenness of brain is to put a square peg into a round hole. The physical state of the body should never be over-looked in deciding a pursuit in life. Never follow a life, simply because you have been brought up to it. A life of engineering is not suitable for a young man who has no head for mathematics, and a person who is nervous and easily affected by the sight of pain and blood will never command success in the medical profession. A man who is halting in speech can never hope to make a good lawyer nor can a spendthrift excel in commerce. One who would make a good farmer would only make a third-class journalist, while a person who has a tendency to barter and sell and to make good bargains is not

suited to be a professor. The choice of profession is not an easy affair. One should be very careful while selecting a profession.

Make the summary of the above in about 8 lines.

We must first read the passage very carefully, keeping in mind the main ideas which are expressed therein. If once we are not able to follow the writer, we should read the passage again. When we have caught the sense we should note down the important ideas in a bare skeleton-form. We thus come to the following points :—

1. In making choice of a profession man's innate tendencies should not be ignored.
2. Physical conditions should not be overlooked.
3. Every profession requires a particular adaptability. Wrong choice leads to failure in life.

Now the above few points may serve as the starting ground for our summary. Before actually developing these into a summary we should compare these points with the original in order to make ourselves sure if the former corresponds with the latter. It is after this that we should begin summarising.

The above passage may be summarised as follows :—

When a man wishes to select any profession, he should see to which side his tendency takes him. Physical fitness should also be taken into consideration and he should not select a profession that does not suit his physique. Every profession demands of a person a certain type of fitness. If this is overlooked, it results in failure.

Exercise III.

Cultivate, also, the habit of silence, the man who talks too much, can seldom give weight to his words or

phrases ; he is lost in the admiration of his own cleverness and fluency, and can never derive advantage from a reasoned consideration of the views advocated by the other man. Scrupulously avoid arguments, for every one who has certain theories and arguments never convinces the other party but always irritates ; it may likely turn him from a friend to an enemy. It shows a shallow mind to get excited in conversation, rather have a pleasant word for every one ; nothing is more unpardonable in good society than to lose or even show irritability of temper. Never speak evil of others or criticise their actions. You do not know all their difficulties and if you were in their situation probably you might have done much worse. Whatever you say or act, let it be such that if published broad-cast it would not ashame you. If you know that a man is undesirable, and it is not your duty to report on him, keep silent on his shortcomings ; he will be punished sooner or later by the inevitable law of consequences. But if you have to say against any person, say it openly, if necessary to his face and be prepared to abide by what you say. Never back-bite, it is only cowards who do so. It is not your duty to judge others or to spy on other's taults.

Make the summary of the above passage in not more than 10 lines.

We first read the passage carefully and then note down the following points. This is always the preliminary step towards the making of a summary.

1. The habit of silence is better than unrestrained talk. One who talks too much cannot learn from others.
2. Avoid also argumentation. It turns friends into foes.
3. Don't lose temper and never criticise the shortcomings of the others.

4. Don't back-bite, it is cowardice.

Having compared these notes with the original passage, we set to develop them. We then get the following few lines as the required summary.

Man must try to acquire the habit of silence. An unrestrained talk makes a man fond of his own fluency. It thus disables him from learning anything from others. The habit of argumentation should also be avoided. Heated discussions are always dangerous. They lead to much unpleasantness. Converts are not gained through these. To criticise people is also a bad practice. And even when a man remarks about others, he should be sympathetic and true. Unnecessarily finding faults with others and indulging in back-biting are the acts of cowards.

How to give a Heading to a passage ?

This question is also set in the Intermediate Examination and the students who have no regular training in the art of suggesting a title often get puzzled. It is not an easy task to give a heading to any piece. Generally the students give the first words as the heading without thinking whether they convey the exact idea of the writer or not. The best course of finding out a suitable heading is that we should read the passage very carefully till we catch its meaning. Then we should try to get at the central idea—the idea on which the writer lays an emphasis. That idea should be put in as few words as possible, care being taken that the words thus used should adequately express the thought. Much of excellence in this depends upon students' power of grasping the theme. In most cases those students who are well-read can tackle this question better than the others. Even then they require practice. Below are given the examples with their solutions for the guidance of the students. But before we proceed to the exercises

the students should note the following with regard to the finding of a heading : -

1. It should be brief.
2. All the words in it except the articles and prepositions should be begun with capital letters.
3. It must express what the writer desires to convey and must aim at giving the central idea of the passage.

Example I.

' But a University training is the great ordinary means to a great but ordinary end ; it aims at raising the intellectual tone of society, at cultivating the public mind, at purifying the national taste, at supplying true principles to popular enthusiasm and fixed aims to popular aspirations. It is the education which gives a man a clear conscious view of his own opinions and judgments, a truth in developing them, an eloquence in expressing them, and a force in urging them. It teaches him to see things as they are, to go right to the point, to disentangle a skein of thought, to detect what is sophistical, and to discard what is irrelevant. It prepares him to fill any post with credit, and to master any subject with facility. It shows him how to accommodate himself to others, how to throw himself into their state of mind, how to bring before them his own, how to influence them, how to come to an understanding with them. He is at home with any society ; he has common ground with every class ; he knows when to speak and when to be silent ; he is able to converse, he is able to listen ; he is a pleasant companion and a comrade you can depend upon ; he knows when to be serious and when to trifle, and he has a sure tact which enables him to trifle with gracefulness and to be serious with effect. The art

which tends to make a man all this, is in the object which it pursues as useful as the art of wealth or the art of health, though it is less susceptible of method, and less tangible, less certain, less complete, in its result.'

Solution:—If we read the above piece carefully, we will find that it gives the aims and ends of a University training. It states that the University education enables a man to have a right point of view. It befits him for the struggle of life and he can weigh the opportunities, can influence others, and, when necessary can accommodate himself to others. In short, the whole passage centres upon the aims of the University education. We can, therefore, safely say that the heading of this passage should be *The Aims of the University Education.*

Example II.

Set yourself easy tasks in the beginning for, by attempting too much, you will court failure and each failure will sap your energy. The man who aspires to train himself, to lift heavy weights begins with light burdens, and keeps on slowly adding to them until he strengthens his muscles to lift enormous loads. If he had attempted to lift the heaviest weights from the very beginning, he would have strained his muscles and injured his system. Similarly, in case of self-improvement, in breaking off bad habits, in acquiring any knowledge, if you attempt small things at first and keep on adding to them, you will imperceptibly, but surely, attain to enormous powers. By improving yourself and keeping yourself prepared for higher offices and better positions you will decidedly acquire all that you desire, it may be after some delay, but it will be repaid to you with compound interest. Some men get temporary advancement by flattery, favouritism or back-stair influence, but as they possess no inherent merit they make no further progress, whereas if you rely on your own hard, careful, ungrudging work, you will al-

ways, at each of your forward steps, be getting too big for the post and will be given higher. (*From : Practical Living for Young Men.*)

Solution :—The very first reading of the passage makes the sense very clear. The writer wishes to state the importance of doing things slowly. He emphasises the fact that 'hasty climbers soon do fall.' It is always wise and wholesome to begin with small things. To try to jump at the last rung of the ladder is folly. This is what the writer conveys to us. From this we can clearly form out an expression that gives adequately the central idea of the passage. The heading of the above piece, therefore, can be '*To Succeed, Begin with Small Things*'.

Example III.

'The once universal practice of learning by rote is daily falling into discredit. All modern authorities condemn the old mechanical way of teaching the alphabet. The multiplication table is now frequently taught experimentally. In the acquirement of languages, the grammar-school plan is being superseded by plans based on the spontaneous process followed by the child in gaining its mother tongue. Describing the method there used, the reports on the training school at Battersea say :—"The instruction in the whole preparatory course is chiefly oral, and is illustrated as much as possible by appeals to nature." And so throughout. The rote-system, like all other systems of its age, made more of the forms and symbols than of the things symbolised. To repeat the words correctly was everything ; to understand their meaning nothing ; and thus the spirit was sacrificed to the letter. It is at length perceived, that, in this case as in others, such a result is not accidental but necessary—that in proportion as there is attention to the signs, there must be inattention to the things signified. (*Herbert Spencer*)

Solution:—The above passage places before us that the rote-system is falling out of use. It is being discouraged, as the real aim is lost by following this method. In the rote system more attention is paid to the symbols and less to the objects for which those symbols stand. We, therefore, conclude that the writer of the passage is stating the defects of the rote-system. The heading to the passage is :—‘*The Evils of Rote-System.*’

Example IV.

A little word in kindness spoken,
 A motion or a tear,
 May heal a spirit broken,
 And make a friend sincere.
 A word or look, has crushed to earth
 Oft many a budding flower,
 Which, had a smile but owned its birth,
 Would have blest life's latest hour.
 Then deem it not an idle thing
 A kindly word to speak,
 The face you wear, the smile you bring,
 May soothe a heart or break.

The above stanzas relate the effects of kind words. They cost nothing but they are capable of making a friend sincere. Even the hearts of the enemies are often won over by kind words. Where these words are not spoken, many men's hearts find no soothing balm. We, therefore, conclude that the above stanzas lay emphasis upon kind and gentle words. We can suggest the title to the above three stanzas :—‘*Speak Gently.*’

Let the students read the above four examples along with their titles carefully and try to grasp their central idea, as the heading is based upon it. In order that the students may be able to assign the correct headings to the passages they have to possess a fair knowledge of English. Distinct value of words is also

required of them, as before doing anything they have to catch the sense of the writer. After this they have to locate the idea which is the central point of the passage. This depends upon practice, for which purpose the following examples, with their necessary hints, are given here.

Exercises.

A. Assign titles to the following :—

I. Marriage at a very early age, before the system has attained full maturity, is always to be deprecated. It arrests the development and growth of both the husband and wife and stunts them physically, morally and intellectually. Children begotten of such a union are sickly and weak and likely to remain all their lives dwarfed and feeble, poor in intellect, deficient in stamina, and fragile in health. The loss of a man's virile power, just when he needs it most to develop and mature him to his fullest manhood, the depletion of a woman's strength by early child-bearing and nursing arrests the growth of both and keeps them from their full birth-right. Even breeders of cattle know that to improve their stock they must arrest the sexual impulses of their animals, until they have arrived at the fullest bodily maturity. (*Practical Living for Young Men.*)

(*Hints*.—Apparently this passage states the evil points of an early marriage. The writer talks about the stoppage in growth of the child-husband and the child-wife. You can safely fix the heading as '*The Evils of Early Marriage.*')

II. The following piece is from Swift's *Gulliver's Travels* :—

After dinner my (Gulliver's) company withdrew, and a person was sent to me by the king's order, attended by a flapper. He brought with him pen, ink, and

paper, and three or four books, giving me to understand by signs that he was sent to teach me the language. We sat together for four hours, in which I wrote down a great number of words in columns, with the translations over against them. I likewise made a shift to learn various short sentences. For my tutor would order one of my servants to fetch something, or turn about to make a bow, to sit, to stand, or walk, and the like. Then I took down the sentence in writing. He showed me also in one of his books the figures of the sun, moon, and stars, the zodiac, the tropics, and polar circles. He gave me the names and descriptions of all the musical instruments, and the general terms of art in playing on each of them. After he had left me, I placed all my words with their interpretations in alphabetical order. And thus in a few days, by help of a very faithful memory, I got some insight into their language.

(*Hints* :—In the above piece Swift relates the way how Gulliver learnt a new language. The method is detailed out in the above passage. The students can very easily assign the title. The heading must express the idea of learning a new language.)

III. “ I asked Wellington what he really thought of the talents of the Emperor Napoleon as a great general. He said, “ I have always considered the presence of Napoleon with an army as equal to an additional force of 40,000 men, from his superior talent, and from the enthusiasm which his name and presence inspired in the troops ; and this was the more disinterested on my part because in all my campaigns I had then never been opposed to him. When I was in Paris in 1814, I gave this very opinion in the presence of several Prussian and Austrian generals who had fought against him, and you have no idea of the satisfaction and pleasure it gave them to think that, though defeated, they had had such odds against them.”

On another occasion the Duke also said that he thought Napoleon superior to Turenne, Tallard, or any of the old generals of former times ; but Napolean had this advantage over every general, himself in particular, that his power was unlimited. He could order everything on the spot as he pleased—if he wanted reinforcements, they were sent, if to change the plan of a campaign, it was changed ; if to reward services, he could confer honours on the field of battle ; whereas the Duke and other generals were obliged to write home to ministers and wait their decisions, and he himself never had the power of conferring the slightest reward on any of his followers, however deserving.

(*Hint :—The above passage evidently deals with the greatness of Napoleon as a general.*)

IV. “ Why,” asked Mirabeau, “ should we call ourselves men, unless it be to succeed in everything everywhere ? ” Nothing else will so nerve you to accomplish great things as to believe in your own greatness, in your own marvellous possibilities. Count that man an enemy who shakes your faith in yourself, in your ability to do the thing you have set your heart upon doing, for when your confidence is gone, your power is gone. Your achievement will never rise higher than your self-faith. It would be as unreasonable for Napoleon to have expected to get his army over the Alps by sitting down and declaring that the undertaking was too great for him, as for you to hope to achieve anything significant in life while harbouring grave doubts and fears as to your ability.

The miracles of civilization have been performed by men and women of great self-confidence, who had unwavering faith in their power to accomplish the tasks they undertook. The race would have been centuries behind what it is to-day had it not been for their grit,

their determination, their persistence in finding and making real the thing they believed in and which the world often denounced as chimerical or impossible. (*Peace, Power, and Plenty by O. S. Marden.*)

V. A history in which every particular incident may be true may on the whole be false. The circumstances which have most influence on the happiness of mankind, the chances of manners and morals, the transition of communities from poverty to wealth, from knowledge to ignorance, from forecity to humanity—these are for the most part noiseless revolutions. Their progress is rarely indicated by what historians are pleased to call important events. They are not achieved by armies or enacted by Senates. They are sanctioned by no treaties and recorded in no archives. They are carried on in every school, in every church, behind ten thousand counters, at ten thousand fire sides. The upper current of society presents no certain criterion by which we can judge of the direction in which the under-current flows. We read of defeats and victories, but we know that nations may by miserable amidst victories and prosperous amidst defeats. We read of the fall of wise ministers and of the rise of profligate favourites. But we must remember how small a proportion the good or evil effected by a single statesman can bear to the good or evil of a great social system.

B. Assign titles to the following and summarise them :—

I. It happened one day about noon, going towards my boat, I (Robinson Crusoe) was exceedingly surprised with the print of a man's naked foot on the shore, which was very plain to be seen in the sand. I stood like one thunderstruck, or as if I had seen an apparition ; I listened, I looked round me, I could hear nothing, nor see anything. I went up to a rising ground to look further ; I went up to the shore, but it was all

one ; I went to it again to see if there were any more, and to observe if it might not be my fancy ! but there was no room for that, for there was exactly the very print of a foot—toes, heel, and every part of a foot : how it came thither I knew not nor could in the least imagine. But after innumerable fluttering thoughts, like a man perfectly confused and out of myself, I came home to my fortification, not feeling, as we say, the ground. I went on, but terrified to the last degree, looking behind me at every two or three steps, mistaking every bush and fancying every stump at a distance to be a man, nor is it possible to describe how many various shapes an affrighted imagination represented things to me in ; how many wild ideas were formed every moment in my fancy, and what strange unaccountable whimsies came into my thoughts by the way.

(Daniel Defoe's Robinson Crusoe.)

(*Hints* :—In summarising the above passage, you have to give it in the third person form. The ‘I’ of the original is to change into ‘he’ or you may begin by saying that Robinson Crusoe was surprised to see the foot-print, etc.)

II. Cordelia, who in earnest loved her old father, even almost as extravagantly as her sisters pretended to do, would have plainly told him so at any other time, in more daughter-like and loving terms, and without these qualifications which did indeed sound a little ungracious : but after the crafty flattering speeches of her sisters, which drew such extravagant rewards, she thought the handsomest thing she could do was to love and be silent. This put her affection out of suspicion of mercenary ends and showed that she loved, but not for gain : and that her professions, the less ostentatious they were, had so much the more of truth and sincerity than her sisters.’ This plainness of speech, which Lear called pride, so enraged the old monarch—who in his best of times

always showed much of spleen and rashness, and in whom the dotage incident to old age had so clouded over his reason, that he could not discern truth from flattery, nor a gay painted speech from words that came from the heart—that in a fury of resentment he retracted the third part of his kingdom which he had reserved for Cordelia, and gave it away from her, sharing it equally between her two sisters, and their husbands, the Dukes of Albany and Cornwall ; whom he now called to him, and in presence of his courtiers, bestowing a coronet between them, invested them jointly with all the power, revenue, and execution of government, only retaining to himself the name of king.

(King Lear from Lamb's Tales.)

III. I have always found in the disposition of the children of the fields a more determined tendency to religion and piety than amongst the inhabitants of towns and cities ; and the reason is obvious. They are less acquainted with the works of man's hands than with those of God ; their occupations, too, which are simple, and requiring of less of ingenuity and skill than those which engage the attention of the other portion of their fellow creatures, are less favourable to the engendering of self-conceit and sufficiency, so utterly at variance with that lowliness of spirit which constitutes the best foundation of piety. The sneerers and scoffers at religion do not spring from amongst the simple children of nature, but are the excrescences of overwrought refinement ; and though their baneful influence has indeed penetrated to the country and corrupted men there, the source and fountain-head was amongst crowded houses, where nature is scarcely known.

(Borrow : Bible in Spain.)

*(Hints :—The title of the above passage is—
Country-folk More Religious than Townspeople,*

Summary of the above passage :—

The people living in the country-side are more pious and religious than those residing in the cities. The former are more closely acquainted with the works of God. They live in open fields and have no self-conceit in them. The scoffers at religion are only found amongst the residents of the cities.)

IV. The habits of all classes were open, free, and liberal. There are two expressions corresponding one to the other, which we frequently meet with in old writings, and which are used as a kind of index, marking whether the condition of things was or was not what it ought to be. We read of "Merry England",—when England was not merry, things were not going well with it. We hear of the "glory of hospitality", England's pre-eminent boast—by the rules of which all tables from the table of twenty-shilling free-holder to the table in the baron's hall and abbey refectory, were open at the dinner hour to all comers, without stint or reserve, or question asked, to every man, according to his degree, who chose to ask for it, there was free fare and free lodging; bread, beef, and beer for his dinner; for his lodging, perhaps, only a mat of rushes in a spare corner of the hall, with a billet of wood for a pillow, but freely offered and freely taken the guest probably faring much as his host fared, neither worse nor better. There was little fear of an abuse of such licence, for suspicious character had no leave to wander at pleasure; and for any man found at large, and unable to give a sufficient account of himself, there were the ever-ready parish stocks or town gaols. The "glory of hospitality" lasted far down into Elizabeth's time; and then as Camden say, "Came in great bravery of building, to the marvellous beautifying of the realm, but to the decay" of what he valued more.

V. One of the highest precepts of morality is to forget and forgive insults and injuries; there is no other

injunction which gives so much of calmness or leads more to a happy peaceful existence. If a man offends or injures you he acts according to his own nature and in a way which appears most profitable to him; pity him rather than entertain any feeling of revenge or anger against him. You may harm him or teach him a lesson, but in doing so you will have planted in yourself vicious hurtful thoughts, you will have made yourself uneasy and probably may feel remorse for it till long after. Let him bark at you; for you it suffices if you follow your own way serenely and with an exalted conception of your own self-respect. The virtue of forgiveness should, however, never be confounded with timorousness or ever-humbleness, like to the donkey which is too meek to resent the showers of blows and sticks poured upon it with even a few kicks. Be slow to anger, never except in a just cause, but when you are attacked and find there is no possible escape from a fight, be careful to deliver the first blow, with all the vigour you can command and to bear him down. When the fight is over, wipe off all its effects from your heart, bear no malice, even if you were the sufferer, and manifest towards your opponent your habitual charity and good will. You will thus gain the reputation of being a bad man to be tackled and will be left severely unworried and unmolested to pursue your course in serenity and peace.

(Practical Living for Young Men)

VI. Climate influences labour not only by enervating the labourer or by invigorating him, but also by the effect it produces on the regularity of his habits. Thus we find that no people living in a very northern latitude have ever possessed that steady and unflinching industry for which the inhabitants of Temperate Regions are remarkable. In the more northern countries the severity of the weather, and, at some seasons, the deficiency of light, render it impossible for the people to continue

their usual out-of-door employments. The result is that the working classes, being compelled to cease from their ordinary pursuits are rendered more prone to desultory habits, the chain of their industry is, as it were, broken and they lose that impetus which long-continued and uninterrupted practice never fails to give. Hence there arises a national character more fitful and capricious than that possessed by a people whose climate permits the regular exercise of their ordinary industry. Indeed so powerful is this principle that we perceive its operations even under the most opposite circumstances. It would be difficult to conceive a greater difference in Government, laws, religion, and manners than that which distinguishes Sweden and Norway on the one hand, from Spain and Portugal on the other. But these four countries have one great point in common. In all of them continued agricultural industry is impracticable. In the two southern countries labour is interrupted by the dryness of weather and by the consequent state of the soil. In the northern countries the same effect is produced by the severity of the winter and the shortness of the days. The consequence is that these four nations, though so different in other respects, are all remarkable for a certain instability and fickleness of character.

(*Hint* :—The heading for the above passage is :—

Influence of Climate upon Character.)

VII. The value of a University for educational purposes lies not principally in its examinations, not even wholly in its teaching, however, admirable that teaching may be. It lies, and must lie, in the collision of minds between student and student. We learn at all times of life, but perhaps most when we are young, as much from our contemporaries as from anybody else, and when we are young we learn from our contemporaries

what no professor, however eminent, can teach us. Therefore, it is that while I admire the lives—admirable beyond any power of mine to express my admiration—the lives of those solitary students who, under great difficulties, come up to Edinburgh or some other University, and without intercourse with their fellows, doggedly and perseveringly pursue their studies—very often under most serious pressure of home difficulties—their course, however admirable, is not the course which can give them to the fullest those great advantages which are possessed by those whose lot is more happily cast than theirs. I, therefore, associate myself entirely with what Lord Rosebery said as to athletics. I do not think that the athletic movement has been overdone. I believe, on the contrary, that intercourse between students which has produced, the organisations to which it has given birth, and the good fellowship which it has secured, are of infinite educational value. (*P. U. Intermediate Examination*, 1933.)

(*Hint* :—The heading of the subject should be : *The Aims of a University*.)

VIII. Practically all the progress that man has made is due to the fact that he is mortal. He has recognised that he is in this world only for a short while, and this knowledge has been a good to stimulate him to make diligent use of whatever talents he is endowed with. The secrets of Nature have been wrested from her ungrudging fingers by men, who, knowing they were mortal have sought to comprehend the mysteries of the world around them in the hope that knowledge might enable them, if not to circumvent death, at least to ameliorate the austerities of life for themselves and others.

All our instincts and emotions are reinforced by death. If we were not mortal, the paternal and maternal instincts would not dominate our lives so strongly

as they do. If we knew that we should never die, we should have no desire for children to perpetuate our names and carry on the succession of the race. Thus, ultimately, we should arrive at a world without a child ; and a world without a child would be a place in which there was no call for some of the most beautiful emotions to which the human soul can give expression. And death lends a peculiar sanctity to human love. A man may love his books, but the love he bears his wife, his children, or his friends is something deeper and more sublime ; it is love intensified and purified by the thought that human life is a finite thing which may at any moment be touched by the finger of death. (*P. U. Inter. Exam.* 1932.)

(The title of the passage should be : *The Importance of Mortality.*)

IX. Service to others is social spiritual labour. When we serve, we are at our best. Work is man's salvation, for through it he finds self-expression in a thousand ways. He creates into innumerable forms the beauty which he feels in his soul. Every worthy achievement is the result of joyous labour, whether it be a magnificent prelude, a colourful canvas, a well-wrought chair, a building, a machine, a character—everything that we achieve is the result of work. A skilful basket, an attractive dress, an appetising meal, a book, garden, a worthy thought—all are the product of work. Nothing just happens.

Without work comes soft, easy-living and decay. We are no longer alert, eager, enthusiastic, but passive, sedentary and satisfied. The very first thing to do if you have not already done so, is to fall desperately in love with work. For work, contrary to the all-too-prevalent idea, is not man's punishment, but his reward, his glory, and his pleasure. Only through work do we come into

satisfying self-realization. We may be more or less successful at amusing ourselves for a time with incidental time-killers, but the happy, healthful person is the person who has essential, necessary, productive creative work to do, and if he cannot find it he makes it.

Roosevelt in his characteristically vigorous fashion declared : "The happiest man is he who has toiled hard and successfully in his life work. The work may be done in a thousand different ways—with brain or hands, in the study, the field, or the workshop. If it is honest work, honestly done, and well worth the doing, that is all we have a right to ask." And Carlyle said : "Blessed is he that has found his work ! Let him ask no other blessedness" . (*Great Thoughts.*)

(The heading of the passage.—*The Importance of Honest Work.*)

Let the students summarise the above, bearing in mind the following points :—

- (i) Work in any form is a means to self-expression.
- (ii) Work is a man's reward and glory and not his punishment.
- (iii) A healthy man must love his work.
- (iv) Any one who does his work successfully is really happy. Work is a blessing.

X. Domestic peace and union were the natural consequences of the moderate and comprehensive policy of the Romans. If we turn our eyes towards the monarchies of Asia, we shall behold despotism in the centre, and weakness in the extremities ; the collection of the revenue, or the administration of justice, enforced by the presence of an army ; hostile barbarians established in the heart of the country, hereditary satraps

usurping the dominion of the provinces, and subjects inclined to rebellion, though incapable of freedom. But the obedience of the Roman world was uniform, voluntary, and permanent. The vanquished nations, blended into one great people, resigned the hope of resuming their independence, and scarcely considered their own existence as distinct from the existence of Rome. The established authority of the emperors pervaded without an effort the wide extent of their dominions, and was exercised with same facility on the banks of the Thames, or of the Nile, as on those of the Tiber. The Legions were destined to serve against the public enemy, and the civil magistrate seldom required the aid of a military force. In this state of general security, the leisure as well as opulence, both of the prince and the people, were devoted to improve and adorn the Roman Empire.

(*Hint :—The title for this passage should be :—
'The Excellence of Roman Rule.'*)

Summary of the passage :—

The Asian Governments were despotic and weak. They depended upon military for their strength, and thus gave occasions for various rebellions. The Roman rule was peaceful. Security prevailed under it. Even the conquered countries never felt the bitterness of defeat and submitted to the rule cheerfully. The Government was strong; the emperor and the subjects worked for the betterment of the empire.

XI. Let every man consider how important a place faith fills in his life, how much he gets through his belief, and how dependent he is upon it. Faith is the channel through which nearly all our knowledge has come, and is the mainspring of our activity. By faith men learn the alphabet. A mother or a teacher says that A is A, B is B, and the child believes it. By faith men learn to walk. The mother holds her hands first

under the arms, then on each side of a child, and trusting in this help and in the heart of love behind it, the child ventures to step out. Or it may be a trust in a chair, a bench, or some other support that emboldens a child to try a walk. What is begun through faith is continued and ended by it. Nearly all the knowledge acquired is received through faith. What one man writes is accepted, what another tells is rejected through confidence or a lack of it. History is taken on trust. Lands and people never seen are known by faith in the accounts of those who have visited them. Science is accepted through faith. Indeed, nearly all the knowledge a man has, he has received through faith. (*Great Thoughts.*)

XII. Happiness eludes every searcher for it, but comes quickly and abundantly to the one who seeks to bestow it upon some one else. The searcher for happiness may get wealth, and power, and fame, but none of these advantages will avail anything in getting happiness. Even from friends it cannot be obtained, for happiness comes from what is given out rather than from what is gathered in. Loving, unselfish service, the persistent, enthusiastic effort day by day to bring sweetness, light, comfort and goodness into the lives of others, will surely bring happiness into the life of any man, woman or child. No sorrow of heart, no doubt of the future, no restlessness or aimlessness of the present, no loneliness or bitterness of soul, but will yield and be resolved into joy and peace and purpose as soon as the days are filled with the labours of love—as soon as the eagerness to get happiness is replaced by an eagerness to give it to others.

XIII. The greater part of the influences exercised by women on the formation of character necessarily remains unknown. They accomplish their best work in the quiet seclusion of the home and the family, by

sustained effort, and patient perseverance in the path of duty. Their greatest triumphs, because private and domestic, are rarely recorded ; and it is not often, even in the biographies of distinguished men, that we hear of the share which their mothers have had in the formation of their character, and in giving them a bias towards goodness. Yet are they not on that account without their reward. The influence they have exercised, though unrecorded lives after them and goes on propagating itself in consequences for ever.

XIV. The passion for collecting money is as great an excitement and absorption to some people as painting pictures, sculpturing statues, or composing oratories, and I have seen sensible men give up sport, books, liberty and leisure to collect money ; as one might collect stamps, clocks, china or illuminated manuscripts. I have seen rich men staggering under suit-cases rather than pay a taxi-man six pence beyond his fare. I have seen speculators become convicts ; maid-servants become millionaires ; millionaires become megalomaniacs ; and we are all familiar with the man of great possessions who turned sorrowfully away when he heard Christ's saying.

Doubtless money has a certain power. Wealthy men impress hotel-keepers, stock-brokers, servants and society ; but most of those that I have known are in a perpetual state of nervous pre-occupation, and it is pathetic to see them harnessed to a life that brings them neither fun, friends nor freedom.

(Countess of Oxford.)

XV. We read the other day of a piano turner who found himself in the far west where pianos were very scarce. A visitor wondered how he made a living, and asked him how he managed to eke out an existence under the circumstances. "Well", said the piano-turner, "it is

true that pianos are rather scarce in these regions, but I make a pretty fair income by tightening up barb-wire fences." The true pioneer is seldom stuck. If he cannot do one thing he turns to another. If he cannot get bread he eats pemmican or wild duck eggs. If he has no salt or pepper he does without. If potatoes are non-existent he does not spend any time mourning their absence, but either plants some or goes without—and does not grumble.

The idea that the world owes a man a living and that this means doing just what he likes or nothing, is a poor philosophy for a new country. The world owes us just what we can get it to pay, or just what we can make ourselves worth to it. The old and nearly worn-out motor-car still keeps the road because of the fact that it is yet able to "take you there and bring you back," even if it does so on one cylinder. The man who would make best of life must learn to take life as it comes and fashion his activities according to the peculiar need of the day. (*Great Thoughts.*)

(*Hints* :—The above passage states that the power of adaptability is the best virtue. If anyone grumbles, he cannot live. A man placed in new circumstances must not lament the change or curse his destiny. But he should work and try to accommodate himself to the environment.)

Essay-Writing.

By the word "essay" we simply mean here a class-composition. The three principles of **unity**, **emphasis** and **coherence** that were discussed under paragraph-writing have also to be strictly applied here.

Unity.

The composition or "essay" should invariably confine itself to one subject or theme and should not admit or include any extraneous matter in it. For this purpose it would be necessary to limit your subject, to make it definite, and to narrow down its scope. Vague subjects should be avoided altogether. Thus "The Future of India" would be a very vague topic. It would be better to define its limits by amending it as:—

'India's Political Future,' 'The Industrial Future of India,' 'Possibilities of Agricultural uplift of India.' or 'The future language of India,' etc., etc. and to write upon one of these topics. Once having chosen a subject it would be necessary to adhere to it throughout the composition.

Emphasis.

Important ideas should be given prominent places and treated at length and that which is relatively unimportant or insignificant should be either omitted or only a passing reference should be made to it.

Sometimes it would be useful to indicate clearly in the beginning of a composition what your subject is and how you mean to treat it. The end should likewise emphasise the main idea so that the reader leaves

the composition with a clear idea of what are the chief points treated in the composition.

Coherence.

We must bind our words logically into sentences, our sentences together logically into paragraphs, and our paragraphs together logically into the whole composition. The ideas should be put into a proper sequence under a definite plan before we undertake completing the composition. Just as it is necessary before building a house to have prepared the plan of its structure and measurements similarly it would be essential to draw out a plan of composition and arrange our ideas under that.

Sincerity.

Our composition should be the embodiment of what we really think and feel about a subject. It should not be a collection of conventional ideas and traditional beliefs. Our composition, should be sincere.

Only that which is sincere and true, that which proceeds from the soul is convincing and impressive, whereas all that is conventional rings hollow and false, and leaves the reader unconvinced. Suppose you are asked to write upon "Early rising." Now, if you happen to be a confirmed late riser, as many of us are, it would be no use for you trying to advocate early-rising. Your arguments would not convince your readers for the simple reason that these have never convinced yourself. For you it would be better by far, to dwell upon the virtues of lying late on a cosy bed under the softening influence of the morning breeze.

In actual life we always take sides. Thus when we watch a match of hockey being played we wish one

particular side to win and the other to be defeated and we usually find a justification for wishing so. So also in writing upon a subject we should possess definite, pronounced opinions about it and should express them in proper order and stick to them. If we bring in the opponent's views, it should be only to show their hollowness and to strengthen our case. Do not waver between divergent views. You should always leave this impression upon the reader that you had something definite to say upon the subject treated in the essay.

Example.

[We give below a short essay to serve as an illustration for some of the principles of essay-writing discussed above].

The Taj.

Approached by pretty walks and surrounded with a pleasant little park there stands, in the outskirts of Agra, a square building made of marble. It is the Taj Mahal. For its matchless beauty, its skilful workmanship, its spotless purity, this building is considered the prettiest marvel of the world.

It is not for their outward beauty alone that we attach importance to such historical places as the Taj. Our veneration for these is due, more to the stories which each has to tell us through the distant past.

Three centuries have passed when there lay on her death-bed the pale and yet calm and beautiful form of the Mughal Empress of India. Over her bent Shah Jahan, quite helpless inspite of his mighty power.

"Promise," said the dying Empress, "that you will not marry again. Promise, my dear Lord, that you will raise a unique mausoleum over my tomb. Promise both—and I shall die in peace."

The Emperor promised. The queen died in peace. Many such promises have been made and forgotten, but Shah Jahan kept his word. He lived for thirty years after that and did not marry a second time—and he built the Taj over the tomb of her beloved queen.

So when we look on the Taj we are charmed not by the beauty of the marble and the design alone but also by the story of love and fidelity which is eloquently revealed by every stone of the building.

The above essay would serve as a very fine illustration of the principles discussed in this chapter. The first paragraph serves as a short introduction to the title of the essay, the second gives expression to the main point or the *theme* of the essay, the third, fourth and fifth paragraphs develop and emphasise this theme by means of a remarkable illustration, and the concluding paragraph re-states it with a greater force and in a more convincing style. Each paragraph is linked with the last and leads to the next without a break and each brings the reader nearer to the realization of the *theme*.

It would be interesting to note the title of this essay. The title is ~~itwa~~^{CO} "Historical Buildings," or "Value of Historical ~~Buildings~~" but that particular building which was ~~cal~~ & ~~pl~~ to illustrate the *theme* most effectively.

A close study of the following worked out examples of essay-writing would be found useful.

Examples.

Scouting.

(A paragraph from this essay has been quoted as an illustration under a separate chapter.)

The scout movement, which is now spread all over the civilized world had its origin under very exceptional circumstances. During the war in British South Africa, some years ago, it was discovered that young boys proved very useful in carrying messages from one head-quarter to another, and in watching the movements of the enemy. A boy is generally, adroit and resourceful—more so than a grown up man. So these 'scouts' did very well at the time.

After the war was over, some persons began to think of training boys as 'scouts'. General Beadon Powell became the author of the movement and the different governments patronized it. Consequently the scouting movement has spread like wildfire through the length and breadth of all countries. The original idea of a spy is generally lost sight of and a programme, more or less, of social service is substituted instead.

All scouts are brothers, no matter where they live. Thus a kind of universal brotherhood is formed by this movement, and men no longer stand divided by the difference of colour, creed or clime. Surely, this is a great step forward in the advancement of civilization.

All the principles of a scout's life are ennobling and great. "Be prepared," is his motto—be prepared to help others and face difficulties and dangers. But it is felt that as the movement is becoming common it is falling off from its high position. The form has survived but the spirit has gone. We must clearly understand that as a human body is a dead weight without the soul; so scouting, when its principles are forgotten is merely a waste of human energies.

An Indian Fair.

An Indian fair is as variegated a thing as Joseph's vest. It covers a big extent of land with a confused mass of things without plan or design. In one corner there is the Indian juggler holding a large audience in breathless surprise at his clever performance or his mysterious tricks. Pass him on and your ears would be pestered with an uproarious noise from which you would be able to distinguish the familiar cries of confectioners, fruit vendors and toy dealers.

Pass on and suddenly you would be wrapped in a cloud of smoke smelling of the boiling oil or the roasted meat. The sight would be too much for a rustic and out comes his purse suddenly, and he gets a handkerchief full of delicacies with which he retires to a shaded retreat.

Then there are the booths and the stalls of toy-dealers crowded with children. Here is a grandmother higgling with the dealer over the price of a trifle. Here is a child stuffing his pockets with his choice purchases. Here is another crying over a broken toy—broken too soon.

In a remote corner shaded from view there is a group of drunkards deep in drink and sin. Do not go near them for their language is most offensive.

All about the place where the fair is held you would see a dense crowd of people of all sorts dressed in their best—children, women, men, old and young. Their joy knows no bound. They elbow their way this side and that.

Presently the shades of the evening fall thicker and crowd begins to thin out. The booths and stalls disappear, the juggler wends his way homeward and the confectioner packs away his effects.

There is a sensation on one side and a small crowd is collected. It is a cut-purse who has been caught red-handed here by a clever policeman.

Morning Scene in a Garden.

[A paragraph from this essay has been quoted as an illustration under a separate chapter].

There is nothing more refreshing than a leisurely stroll in the early hours of the morning on the luxuriant growth of park or garden. Nature seems to be at peace with herself at this hour. Presently, a light breeze starts up awakening, as it were, the sleeping beauties of the garden. The dew-washed flowers open their eyes with a shiver and find that their sweet fragrance, which is their precious treasure is being robbed by the morning wind and the whole of the garden is rich with the plunder. The seven colours of the rainbow are differently reflected in the jessamine flower, the rose, the violet, the daffodils and many more that leap and dance with joy trying to make the most of their short existence.

The birds fill the garden with music—music richer and sweeter than that flowing out of the lyre or flute. These pretty singers know no other joy but that of the advent of the morn which is a pleasure enough for them to sing early hymns in the praise of the Creator. But ungrateful man blindly follows material pursuits and ignores the wealth that nature brings.

Nature is free of corruptions, is spotless in beauty, only man pollutes it. The walks of the garden rich with green velvet are a bracing sight, but at odd places there are marks of untidiness, the broken remnants of some picnic,

There is no jarring noise ; no humdrum of a busy life in the early hours of the morning in a garden. Slowly the twilight glow of the east submerges everything in splendour and the sun peeps out. Its enlivening rays spread a network of beauty and the bedewed flowers are decked in a fresh glory. These gems, the dew drops, have a very short holiday to enjoy on the earth and soon they ascend to heaven. The flowers would not long outlive their ornament and already they droop and fade away saying eloquently ...

How small a part of life they share
That are so wondrous sweet and fair !

Every man is the architect of his own fortune.

Man's fortune depends upon his efforts. If a man is hard working he will steadily grow into power. On the contrary, a man with lazy habits will deteriorate. And even if he has been left with heaps of wealth he will soon run through them. Just as the architects build the house, similarly men build their fortune. If the architects do not work honestly, the building is sure to be defective. In the same way if men work half-heartedly and do not labour sincerely they are sure to fail in the end.

Indeed man is the architect of his own fortune as many poor people have risen to great power. It is because of their perseverance and self-help. They have been persistently following a course thinking that it is they who have to accomplish their objects. They have rightly made use of their material and have simply relied upon themselves. It is like a very sincere workman that they have laboured on and have never stood waiting for the opportunities. These men have realised the

main object of man's existence that he is born to work. And in the following few lines a certain poet sums up the idea that man and work are born twins and that a man who looks up for a favourable chance is disappointed at last.

No man is born into the world whose work
 Is not born with him; there is always work
 And tools to work withal for those who will;
 And blessed are the horny hands of toil.
 The busy world shoves angrily aside
 The man who stands with arms akimbo set
 Until occasion tells him what to do;
 And he who waits to have his task marked out
 Shall die and leave his errand unfulfilled.

It is, therefore, on the basis of working up-to the above instructions that men in all times have bettered themselves. James A. Garfield is an example in this case. He was a very poor labourer. But it was by dint of his persistent hard work that he rose to be the President of America. Shakespeare was the son of an ordinary business man. He became the greatest dramatist and amassed an enviable fortune. It was because of self-reliance and unmitigating efforts. In reality if we analyse the lives of great men we will come to the conclusion that they all believed in the fact that they were the architects of their own fortune and that it was in their power to make it or to mar it.

This belief in man's being the architect of his own fortune has stood in great stead to the people of the west. They have understood the maxim very well and thus have progressed much. But the eastern mind is averse to it and the Indians are of the opinion that man is a mere trifling being. He is bound by circumstances. It is difficult for any one to break the bonds of conditions. The Indian thus uphold fatalism. They make fate

supreme over all. But herein they exaggerate the facts and neglect those points which prove that man is above circumstances. Fate is for those lazy people who do not desire to work. But before hard labour even fate has to yield. Men like Napoleon break loose every tie of fate. They consider nothing out of the pale of their efforts. Even impossibilities do not block their progress. They move onward, fully realizing the fact that they are the makers of their fortune and nothing can shake them from their right course. These strong-willed men carry everything before them and so declare to the world that man is the architect of his own fortune.

The scene at Tonga-stand.

The scene at tonga-stand is very busy. There is confusion and hurry. People with loads on their heads are seen to be moving from one tonga to another. The tongawalas are sitting in a group ; and as soon as they notice any passenger coming towards the tonga-stand they run towards him and snatch his luggage. One tongawala takes away his suit-case and the other rushes away with his bedding. In fact, the passenger finds himself confused. He does not know which tonga to occupy. And if by good fortune few more passengers arrive at the tonga-stand, the difficulty is overcome, as that tongawala who can get a full booking will start sooner than the others. The passenger whose luggage is lying in different tongas will then take heart and try to collect his luggage. Having done so, he will approach that tongawala who is about to start. It is thus that sometimes the poor lonely passenger receives relief. But very often the passenger who is alone has to meet with confusion and has to await the arrival of other passengers.

Also the tonga-stand occasionally serves the purpose of a battle-field. When the passengers of one

tongawala are taken away by the other, there is a wrangling between them which in no time develops into a regular fight. The tongawalas have no scruples to break one another's heads. And it is at this moment that they form into parties and wreak vengeance upon those whom they hate. In fact, quarrel is the every-day affair, observed at the tonga-stand. A shower of abuses is another familiar trait of the tongawalas and as we approach the tonga-stand we listen to the distinct and elaborate type of abuses. The scene at the tonga-stand may conveniently be connected with everything low, mean, and dirty.

A visit to a hospital.

A few days ago, one of my friends, while playing hockey, got a severe fall. As a result of it he had his right leg broken. He was taken to the Civil Hospital and was admitted there as an indoor patient. It was then that I got the opportunity of seeing the hospital a bit minutely.

The first thing that struck me was its being very clean. The floors of the various rooms appeared as if they were built new. Not a mark of filth was there to disfigure them. In and outside the rooms big tin-baskets were placed for the purpose of holding the waste and dirty material. At different places direction-boards were fixed for the visitors. They warned the people not to spit on the floors, and to throw every dirty object into the waste-baskets.

The rooms offered a very orderly appearance. The bottles of medicine were arranged beautifully on the shelves. In certain almirahs poisonous drugs were placed. The word "poison" was labelled upon them. They were kept locked. The keys of the locks remained with the officer in-charge of the hospital. These

medicines were used very carefully. There were also some glass-almirahs which contained surgical instruments of all shapes. Some of them were so curiously formed that the sight of them made me marvel at the skill which had invented them. For every human limb there was a particular instrument, very well suited to it. These were also kept under lock and key and could be used with special permission. A room that attracted my attention above all was the one having glass walls. It was small but airy. It was not packed with furniture, but had only one big table and two shelves. It was very clean. It was an operation room and was used only when any one was to be operated upon.

At a little distance from the main building was another small room. It was surrounded by a grassy plot with few benches in it. This room had a satisfactory arrangement for light and sunshine. It was meant for the persons suffering from contagious diseases, as they could not be lodged with the other patients. Even the doctor who was in charge of patients suffering from contagious diseases had a special dress which he used to put on when entering that room. This dress was such as could not be affected by the germs.

The plots around the building were green and flowery. They were for the use of the Civil Surgeon and his staff. But a portion of the plot that was in front of the ward, where the patients were stationed, was apportioned for them. To the opposite side of this plot was the Civil Surgeon's office. It was as clean as the main building of the hospital.

Notwithstanding the fact that the hospital was kept very clean, it presented to me the sight of disease and decay. From all sides of the hospital issued the painful cries of the ailing persons. These notes of intense pain left a sad impression upon my heart. I

was disappointed to find the place so full of misery. The accumulation of very many diseases at one place made me sick of the world. For one had his leg amputated, the other had his arm cut off. If at one place a child was crying in agony, in the next bed was to be found a woman reduced to a skeleton and appearing like a ghost. Indeed at that time I totally forgot the healing capacity of the hospital and was much depressed. I turned to my friend who was sitting on his bed and expressed to him my inability to stay there any longer. He found that I was not putting on a good face. He allowed me to depart from the hospital and I heaved a sigh of relief when I got out of the gloomy and sickening atmosphere of the hospital.

Rome was not built in a day. ✓

Rome ~~was~~^{is} a big city; but before it rose to the height of its glory it was an ordinary one. By degrees it grew important and consequently became the capital of the vast Empire. It was not from its very birth that it was the mighty city of the Roman Empire. In fact, it took a long time before the Romans could make their city supreme in Italy. Similar is the case with every other city, with a kingdom and an Empire. The British Empire of the present day is not the attainment of a single day. But it is the outcome of a growth of centuries.

Just as it is the case with the growth of the cities, similarly it is the case with other objects. No one can be perfect in a day. If a man wishes to acquire learning he has to begin from the very first step of knowledge. He has then to work his way slowly upward. Without perseverance and patience no work worth the name is accomplished. If a man wishes to ascend the roof he has to go from one step of the staircase to the other,

If he tries to jump up, he is sure to suffer a fall. For as they say—

"Hasty climbers soon do fall."

Haste and impatience have never been the elements of success. They are opposed to the right accomplishment of any work. They generally take a man away from the right path. In hurry a man is liable to make mistakes and to delay his progress. As Rome was not built in a day, no work can be perfected all of a sudden. And those people, who have a notion that greatmen jumped into greatness all of a sudden, are certainly in the wrong. The great men were not great from the start. They kept on unflinchingly on their course of life, and after much persistent effort they attained the dignified position they held in life. The following lines very clearly sum up the way how success is achieved in life:

'The heights which great men reached and kept
Were not attained by sudden flight
But they, while their companions slept,
Were toiling upward in the night.'

It should be easy to see that in this life nothing great can be obtained without hard work, care and patience. It is after successive attempts that a man gets what he desires. We do not come across solid progress resulting from impatience. Even if anyone has accomplished his object in a short time, that accomplishment cannot be sound. Real progress means time and strong foundation. It therefore needs much care and slow building. Thus if any one wishes to become great in a day, he is trying an impossibility. Every great deed requires time for its achievement.

Be bowled out or caught out, but never
throw down the bat.

The expression is taken from the play of cricket. Every man playing cricket should try his best to raise the score. Even though the opposite team has very high score, the members of the team that is being defeated should play as vigorously as they can. They should not give up the play and own defeat without playing the game to the last man.

It is a point of honour for every player to be bowled out or caught out, but it is a mere disgrace to throw down the bat, confessing his inability to add to the score. This attitude is very disappointing; and many a game is lost because of this. Just as it is true of the playground, similarly it is true of this life. A man who loses heart is always unsuccessful in anything he undertakes. It is the firmness of purpose that counts a great way towards success. A man in helplessness gives up the pursuit when only the next moment he is to be blessed. If any—how it is failure which a man is to meet, it is wholesome even then to try to the end. To meet failure half way is not a trait of manliness. But it is highly praiseworthy to labour persistently and to care nothing for the result. To give up efforts in the face of difficulties is to deny all claims to manhood. The army that throws down its arms at the mere approach of the enemy deserves no credit. It is only the fight that bestows the laurels upon the generals and it is then that the strength of the army is tried. Even the noble deeds are accomplished in the most trying circumstances. If, therefore, people had never struggled, never tried their best, the world would have been nothing but poor and dull. Beauty of man's existence lies in overcoming the obstacles and smashing down the oppositions. The checks and failures of the world are blessings in disguise.

They bring into play our latent faculties. And those who continue fighting bravely with odd conditions of life are very fortunate as they are playing the game to the last. They do not succumb to fear midway. They do not throw down the bat and therein lies the superiority of their existence.

A rupee—from your mint to your pocket.

Hints :—It was minted—it had remained in the treasury for a long time—There it was locked up—but was happy—lived with its brethren—found that confinement was better than liberty—it was not touched daily by a human hand, but continued in seclusion—Every week the cashier came and counted the heap—Then it was that it received the human touch—Once it was transferred from the treasury to the post-office along with its other fellows—It was satisfied even there, as the place was very congenial to its living—It was then passed on to a sweetmeat seller—There it was that the rupee found the place unsuitable—A great many flies kept playing on its head—The sweet-meat seller had very dirty hands and often he would pick it up for giving it away to some customer—but then some how or other the sweet-meat seller left it again. It was from this shop that I obtained it and locked it in my cash-box with its other fellows.

A village school.

Hints :—1. It contains only a single big classroom—All the classes are held there—It is very ill-equipped—It has one chair used by the Headmaster—The other teachers sit on mats—There are only two black-board which are used in turn by different

2. It is very noisy—Reading at the top of voice is considered to be the test of a good student—All the

students are making a loud noise and the teachers sit composedly, simply looking at their pupils.

3. Education is imparted in a peculiar way—The school practically observes no time-table—Whatever is convenient to the teachers is thought the best to be done. They have a time-table pasted on a board, hanging inside the class room. But that time table is meant to be followed only on the day of inspection. Otherwise the head-teacher's will is the law.

4. There is no order in the school. Any one can go and see any one he likes. He can move where-ever he pleases. Even the teachers can take their meals while sitting before the class. The students even continue solving the sums and eating their loaves. Teaching is carried on in a very homely way—interspersed at times with abuses showered by the teacher and blows gived by him without any regard for pain caused to the poor students.

Honest labour bears a lovely face.

Hints: —1. Labour is essential for all men. The Bible says that in the beginning of creation, man was told, “in the sweat of thy brow thou shalt earn thy bread.” Hence no one can live without work—the only way of maintenance for human beings.

2. Whether men will or not they have to labour. Why should they not labour willingly and thus follow the primitive injunctions given to mankind.

3. Any work done willingly becomes agreeable. Even if it is very hard in the beginning, it loses much of its repulsive qualities and grows exceedingly pleasant. When a man knows that labour is to yield food to him, it is just for him to labour honestly. He should think it as a part of his duty, without which he will not grow

physically and mentally. Regarded thus labour will be sweet and appear as a very inviting object. Even the output of such a labour will be much superior to the output of the labour that is carried on with much grumbling.

4. Thus for the benefit of the work and the labourer, honest labour is always healthy. Every one should try to labour honestly, so that he may better himself.

Making the best of things.

Hints:—Every object created for some purpose. Nothing low or useless. Even what is insignificant is of some use.

2. The use, good or bad, depends upon the person. If a man is thoughtful he can use his ordinary things with greater benefit—so called worthless piece of cloth may be useful to a tailor. A heap of torn clothes is of a great value to a paper manufacturer.

3. In the similar way one should make use of the events of one's life. One should not grumble but should try to extract the greatest amount of good and happiness even from the most disappointing moments of life.

An honest man is the noblest work of God.

Hints:—God is all greatness and truthfulness. He takes great delight in honest men and it is the honest man whom he regards the best. Not only before God but before mankind an honest man occupies the highest position. He is the best of the creation.

2. Why is honest man the best of the beings ? Give various attributes of an honest man—He speaks truth—does not cheat—detests hypocrisy—is always

ready to assist others—is humble—never tries to overpower others—spreads amity and good will all round—People find in him a true friend and guide—From all he receives appreciation and praise—It is, therefore, for his various qualities that he is known as the ‘noblest work’ of God.

3. An honest man is a useful member of society —He furthers the cause of humanity—while a dishonest person is a block in the way of the progress of men. He (dishonest person), proves by his actions that he is the most cursed being, and worst of the creation. An honest man by his actions shows himself to be the best of the beings.

A Wrestling Match.

Hints :—Wrestling very popular in India—sometimes ago the Rajas and Nawabs kept wrestlers and patronised them—wrestling match is a test of strength and tricks.

2. Whenever a wrestling match is to be held, the announcement is made by the beating of drums—sometimes the posters are fixed on prominent places in the city—A great excitement is seen—The people are very anxious and wait impatiently for the arrival of the day.

3. The day of match—the people gather—The seats arranged in a rising manner—The *akhara* in the middle—The parties of the wrestlers occupy a place near the *akhara*.

4. Referees are appointed—Match begins—Drums and shouts—one of the wrestlers is made to fall flat on his back—The other party raises shouts of joy—The prize given to the winner—The procession passes through the bazars and the streets—The winning wrestler is garlanded at every place—He bows to everyone.

The study of Biography.

Hints:—1. Biography is the account of the life of the big people—Its study offers a very healthy example—It shows the way to the people to rise in the world.

Lives of great men all remind us
 We can make our lives sublime,
 And departing leave behind us
 Foot-prints on the sands of time.

2. Biography interesting, as it is the account of real men—more appealing than the novel as the latter has little of living interest. Men in biography appear nearer to us than men in the novels.

3. Biography very interesting and inspiring—Life of Ishwar Chandra Vidyasagar can teach us the value of self-reliance—Life of Rana Partap is an example of undaunted valour—Life of Buddha glorifies the virtue of renunciation.

4. The study of biography is very instrumental in moulding the character. It should, therefore, form a great part in the history of school and college life.

The Good use of Money.

Hints:—1. Money may be obtained by any one—Even foolish people can amass wealth—But its preservation and use very difficult.

2. Money is not of much use in itself—its value lies in the right use—This enhances its greatness—if rightly spent it brings advantages—if misspent, it is a curse.

2. The right use of money includes charity and other benevolent works—to spend money on one's own

self is in no way the right use—It consists of what we do for others.

4. It is evil to be rich and not to know the good use of money. A poor man is much better than a rich but worthless man.

We are not here to play, to dream, to drift,
We have hard work to do and loads to lift,
Shun not the struggle, 'tis God's gift.

Hints: — 1. Life is not so easy as we consider it; we have here to perform the duties assigned to us. Byron has well said:

"I slept and dreamt that life was beauty,
I woke and found that life was duty."

2. Real life consists in facing difficulties and in overcoming them. It is in these struggles that we bring into play our faculties.

3. Struggle is the gift bestowed upon us by God. And those of us who shirk it are the persons going against the injunctions of our Creator.

4. Life is not to be trifled with. We cannot afford to let the moments slip. We have to catch every opportunity that comes to us. The function of life is not fulfilled if we continue to dream away the precious hours of our life.

Blessings of College Life.

Outlines: — 1. The happiest period of man's life, as he is free from cares and anxieties.

2. It is the period of growth and college life supplies scope for the development of all the faculties—physical, moral, and mental.

3. It is the life of freedom. Compare this life with school life. It is a period of intellectual freedom as well. Students can exchange their ideas with their professors without any hesitation or fear.

4. A period of extra study, as the college libraries are well-equipped for that purpose.

5. It is the time for developing the social instinct.

"Sin works out its own punishment."

1. The inevitable end of Sin is punishment, as no act in this world goes unrewarded. The good acts meet with praise, while the evil ones end in punishment.

2. A sinner, inspite of his attempts to hide his guilt, is easily known. His own conscience is a source of terror to him.

3. Even though obviously a sinner may not be punished yet he leads a very miserable life. To illustrate it we can give here the story of Macbeth who, after murdering Duncan, the king of Scotland, himself ascended the throne. But throughout his career as a king, he was hopelessly miserable. The ghost of Duncan appeared to him time after time and reminded him of the crime that he had perpetrated in murdering Duncan. In the end Macbeth was also murdered.

4. Evil may prosper, but it can do only for a short time. The 'wages of sin is death' is true in the life of all sinners. It is good that achieves a lasting victory.

Necessity of Amusements.

1. Amusements are necessary for all men. Man is like a machine and just as for a machine oil is important similarly for men amusements are necessary. They serve as relaxations. They remove the strain of hard work and make men fresh for more work.
2. They are the best way of utilising vacant hours. But men should not have unwholesome amusements, as they vitiate character.
3. Apart from giving pleasure, amusements afford instruction—singing, playing upon harmonium, indoor games, enjoying conversations with our friends.
4. An unoccupied mind is a devil's workshop. If men have nothing to do, *Satan* will find work for them. It is better therefore that men should engage themselves in some amusement than that they sit idle.

The value of keeping Diaries.

1. We can write in them the important events of our life and can keep them as records for future times. For reference to past life we can turn to them.
2. By recording what we do we create for ourselves a standard. This regulates our life. And when we begin to act in an unworthy manner, we are sure to be checked if we look into our past that was noble and honourable.
3. The habit of keeping diaries makes us cautious. We do not wish to leave a dark picture of our life to the coming generations.
4. Diaries sometimes serve as the history of the times. Every man is a product of his age. We can therefore find the reflection of the time as well in the diaries of great men.

Honour and shame from no condition
rise,
Act well your part, there all the honour
lies.

1. For winning honour it is not necessary that a man should have a high station in life. Even a poor man can win honour, if he acts his part well.

2. It depends upon how a man does his duty and in what way he earns his livelihood. Foul means employed by a high official make him low in the eyes of the public. And even though he enjoys a high position he cannot have respect.

3. Honour is in no way bound up with rank. It is the person holding the particular position that commands respect. If honour and rank had been one, all people of high ranks would have got honour. But this is not what we find in life. Only such persons are respected as are worthy of respect.

4. Honour and shame lies in us. If we act well, we are honoured. Otherwise we meet with ignominy.

Our Antagonist is our Helper.

1. The statement, though obviously puzzling, is true. Our enemies, in whatever form they are, serve us as our real helpers by putting us on our mettle.

2. It is in the face of difficulties that we call into play our faculties and try our hard. Difficulties and oppositions are therefore blessings in disguise.

3. Without any such stimulus from opposition, some of us would have never shone. Take the case of a bright student who has another competitor in the

class. The latter is opposed to the former. But the former should not consider the latter's existence dangerous to his interests. But he should regard him his true helper, as it is his competitor who goads him on to do more work. Let us give here another illustration of an army when opposed by its enemies. The army does wonderful actions when it is roused by the opposite force.

4. We should not regard our adverse circumstances, failures, and difficulties as damping our spirits. But we should think them as our helpers, existing for our benefit and service.

Do at Rome as the Romans do.

1. The statement means that if we go to a foreign country we should assume the dress, manners, and fashions of that country.

2. It is necessary because the dress and food in different countries are different according to their climatic conditions. If we belong to a hot country and we go to a cold one we should not persist in our dress and food, because that would mean our death. Give examples of different countries.

3. A man who does not follow the fashion in dress and manners of the country where he goes is regarded with a suspicious eye. People think him to be a foreigner. He cannot enlist their sympathy and remains cut off from society.

4. People consider such a man to be lacking in adaptability and stamp him as vain and narrow-minded.

5. A man should try to do at Rome as the Romans do if it does not go against his conscience.

The mind is its own place and itself
 Can make a heaven of hell, a hell of
 heaven.

1. Each one of us makes his own world. We all have different angles from which we look at the world.

2. Some of us consider this world to be a happy place, others regard it a miserable one.

3. People in the worst possible condition feel happy, as their mind brings contentment to them by supplying to them all that they lack in.

4. Some people in prisons do not regard them so, as they do not feel them inconvenient. Lovelace has very aptly given us the power of mind in the following lines:—

Stone walls do not a prison make,
 Nor iron bars a cage;
 Minds innocent and quiet take
 That for an hermitage.

N. B.—The students, while attempting the above subjects (whose out-lines are given) should try to think upon them and add something more to the outlines.

Subjects for Essays.

I

1. Elections. 2. Going to college on a rainy day. 3. A typical day of your life. 4. My birth-place. 5. A fire accident. 6. A river in flood. 7. A walking tour. 8. Indoor games. 9. Physical Exercise. 10. A Cricket Match. 11. A Hockey Match. 12. A football match. 13. Indian cricket. 14. The most stirring experience of my life. 15. An Indian Bazar.

II

1. My servant.
2. An Indian Sadhu.
3. My Favourite Poet.
4. Tagore.
5. Iqbal.
6. Asoka.
7. The Women Rulers of India.
8. My favourite character in Indian History.
9. My favourite Game.
10. My Hobby.
11. The Book I Love Most.
12. Our College.
13. Our School Peon.
14. My failings.

III

1. The value of Friendship.
2. Choice of a Profession.
3. Early Rising.
4. Coming to the college on a wet day in winter.
5. My idea of a Happy Life.
6. The disadvantages of having a foreign language as a medium of instruction.
7. The study of English.
8. Manners make a man.
9. Nationalism.
10. Patriotism.
11. The Horrors of War.
12. Technical Education.
13. The Pleasure of Reading.
14. Our Educational System.
15. The Future of Indian Womanhood.
17. Our Social Evils.

IV

1. My Birthplace.
2. A Typical Day in my Life.
3. Superstitions.
4. Village Life.
5. A picnic.
6. The kind of Friends I would like to have.
7. My First Day in the college.
8. A Historical Building.
9. A joy flight.
10. Kindness to Animals.
11. Life in a big city.
12. A Dark Night.
13. Nightmares.
14. A Shipwreck.
15. Public Libraries.
16. The Future of Science.
17. Scientific Possibilities.
18. Keeping a Diary.
19. Children.
20. Mysticism.
21. Scepticism.
22. Fools rush in where angels fear to tread.

V

1. The Power of the Press.
2. The Force of Habit.
3. If I were a Millionaire.
4. The little joys

of life. 5. The joys of spring. 6. The child is the father of man.

7. The heights by great men reached and kept
were not attained by sudden flight.
8. All that glitters is not gold.
9. A little knowledge is a dangerous thing.
10. Man proposes God disposes.
11. The face is an index to the mind.
12. God is in His Heaven, All is right with the world.
13. The uplift of Indian Womanhood.
14. The educational possibilities of the cinema.
15. The 'talkie' I like best.
16. The Indian Talkies.
17. The art of Acting in India.
18. The place of women in the society of Tomorrow
19. The possibilities of a world-war taking place in
the near Future.
20. Dictatorship. 21. If I were the World Dictator.
22. Worth and not Birth shall rule the world.
23. The failure of Democracy. 24. The evils of joint-family system.
25. Free-thinking. 26. A village Hakim.
27. The Pleasures of Mountain-climbing.
28. A journey by Boat. 29. An Indian Sadhu.
30. Life in a College Boarding House. 31. Habit is First a cobweb then a cable.
32. Nothing is achieved by wishing alone.

Translation.

VOCABULARY.

(Note :—Nos. 1, 2.....stand for exercises.)

1. Near and dear ones ; woe-dispelling ; Insubstantial ; Non-existing.
2. Scolding my fate ; storm of troubles ; Steadfast ; To take legal step ; Future ; To seek means of livelihood ; Monetary ; Invoking God.
3. Conch-shell. Times. Formal introduction.
4. An-educational monthly. Mixed liquid ingredients. Could not contain himself with joy. Gave out.
5. The officers concerned. A same-ninded (or sane). A pleasant object.
6. A very popular means of amusement. Moving pictures. The united states of America. Various. Popularity. Grand possibilities.
7. Physical betterment ; Moreover ; However-much we may write upon this common subject is insufficient ; Hygenic laws and principles of health ; Impress ; Chief ; Development.
8. A man of average position . vigour ; wholesome climate ; Forced solitude ; Appreciate.
9. Pyre ; Incapable of tracing ; Offered in sacrifice ; Honourable ; Low ; Antiquity ; Traces.
10. Appear as if busy in dancing ; Tickle ; Tipsily dancing ; Sleeping verdure ; Parting kiss ;

Surrounding greenery ; Produces a strange ecstasy ; Lasting ; Acidic water.

11. Circumference; Has surpassed; Site ; Splendid; Lattice-work ; Decorated ; Seats ; Dome ; Speaks of royal dignity and grandeur.
12. Country-side ; Heaps of refuse ; Industrial Occupation ; Literate.
13. Leisure hours ; Poultry farms ; Sleep of negligence ; Litigation ; By helping ; Extraordinary capital.
14. Looking after the childern ; The forming of dung cakes.
15. Opposite ; Delicate-bodied ; Elasticity ; Mock at ; The height of civilization ; Appearance ; Attitude ; Movements.
16. Extremely teased ; Natural trait ; Unnatural ; Discipline ; Stir.
17. Somehow or other ; Showering an awful abuse.
18. Stubborn ; Ill-tempered ; train ; Remuneration ; Satisfy ; Position.
19. Correspondent ; Out of regard ; Hesitatingly.
20. Living representation ; Twisting like a curl ; Tires ; Captivating scenes ; Beautiful ; Unfrequented ; Absorbed in their love-secrets ; Lap of love.

Exercise XXI.

1. Discovered.
2. A great naturalist—one expert or learned in natural sciences.
3. Life history—autobiography.
4. Research.
5. Problem.

6. To go astray—
7. Instruct—guide.
8. On the anvil of test, put to the test—to the point of test.
9. Deserve special praise.
10. Morals.
11. Hereditary.
12. Faith; Belief.
13. Gospel of the “maw.”
14. Set aside lightly; treat lightly,
15. Downright lie (Don’t say “white lie” for it does not mean this thing.)

Exercise XXII.

1. Domestic responsibilities.
2. Have an eye to (not “upon” but “to”).
3. Provoked to fury; become furious.
4. Stealthily.
5. Perceived, saw through.
6. To laugh in one’s sleeves.
7. Slunk away; sneaked away or off.
8. Make fun of.
9. Take to task; reprimand.
10. Indisposed. (10a) Cupboard love.
11. In a fine trim.
12. Auspicious.
13. Honoured—

Exercise XXIII.

1. Growth

2. Pot ; kettle.
3. Realization of dream.
4. Part.
5. Seldom.
6. Provide with livelihood.
11. 12. Renunciation.
13. Masses.
9. Future prosperity.
10. New basis.
14. 15. 16. Reconstruct.

Exercise XXIV.

1. Taunt ; sarcasm.
2. Burnt ; felt cut up.
3. Whip.
4. Touch.
5. Make or mar.
6. Instantaneous in effect ; deadly.
7. Inferiority.
8. Shrewd ; level-headed ; keen.
9. Set at naught—
10. Truth is the basis of all excellence or virtues.
11. The afflicted.
12. Brave deeds beat no trumpets.

Exercise XXV.

1. Struggle.
2. Dishearten.
3. Spur.
- 4.
- 5.

4. Uneven.
5. Slip.
6. Vestige ; trace.
7. Manners.
8. Idle pranks ; lighthearted frivolities ; want no jokes.
9. Ignorant.
10. Betray one's foolishness.
11. Just rubbing through.

Exercise XXVI.

1. Has been observed.
2. Wedding ring.
3. A story goes.
4. Persian ambassador.
5. Studded with.
6. Feel with.....
7. Unmerited ; fortuitous.

Exercise XXVII.

1. Turned to.
2. Supper ; Evening meal.
3. Determines to do.
4. Paltry ; sordid.
5. Does not become your dignity.
6. Broad-minded.
7. To be governed alike ; subjected to same treatment.

Exercise XXVIII.

11. 1. Peaceful.
 2. Decoration.
 3. Art.
 12. 4. Height.
 5. To be just ; to do justice.
 13. 6. Reconcile.
 7. Steeped in ; to his chin.
 14. 8. Lack of understanding.
 9. Downright nonsense.

Exercise XXIX.

15. 1. Heron.
 16. 2. Tact.
 3. Shallow.
 4. King ; crow.
 5. Daring.
 6. Evil-minded—
 7. Established his reputation.
 8. Has added lustre to.
 9. By (not “with”) the sweat of one’s brow.
 10. 11. Take a leaf out of our ancestor’s book.
 Plume yourself on.

Exercise XXX.

1. 1. Tactful—
 2. 2. Constancy—
 3. 3. Favourable wind.
 4. 4. Disperse.

5. Diplomat.
6. Important.
7. Simple ; guileless.
8. Swallow the bait of.
9. Sinking.
10. Will collapse.
11. Hard of hearing and weak sighted

Exercise XXXI.

1. Turgeniff.
2. Nationalist.
3. Writers
4. Literary life.
5. Literary circles.
6. Bubble.
7. Speaker.
8. Disjointed.
9. Neither head nor nail.
10. Intellectual or mental work.
11. To tread upon ; to trample under feet.
12. To grind one's own axe.
13. Ready to sacrifice his life for.....

Exercise XXXII.

1. Plumage.
2. Front ranks.
3. Conquer.
4. The Maker ; The Creator—of the universe.
5. Conflict.

6. Buffets.
 7. Meaningless or extravagant bluster.
 8. Virtue, excellence.
 11. C
9. Superiority comes from within.
 10. Were eclipsed ; thrown into shade.
 12. C
11. Bugbear—
 12. Were terrified.
 13. D
13. Dignity and respect.
 14. Throw to the winds.
 15. Brazen-faced manner.
 14. I
Exercise XXXIII.

15. 1
1. Brambles.
 2. Difficulties.
 3. To lay the foundations of.
 16. 1
4. Injured his own interests.
 5. Scrape.
 6. Looked about.
 7. Began to slip from under his feet.
 8. Collided slapbang with—
 9. Impudent.
 10. To keep one's respect or dignity.
 11. Rode roughshod over.
 12. Mule-headed.
 13. Has any worth in his eyes.

Exercise XXXIV

1.
 2.
 3.
 4.
 5.
 1. Vague.
 2. Icarus.
 3. Enterprizing ; daring.
 4. Tower.

5. Gathering strength or headway.
6. In one sweep.
7. Cannot hold any weight.
8. Cried hoarse.
9. Fervour.

Exercise XXXV.

1. Rashness.
2. Like a gambler.
3. Foolhardy.
4. Merits and demerits.
5. Remarkable.
6. To put off.
7. Stuck on like a leech.
8. Irksome drudgery ; a sweat.
9. Cajoling tongue.
10. Captivates.
11. Man is the architect of his own fate.
12. Capitalism.
13. Spouting of blarney.

Exercise XXXVI.

1. Religious reform.
2. Itinerant preachers.
3. Propaganda.
4. Possible vigour.
5. Restrictions.
6. Drunk to the lees.
7. Regret.
8. Wistfully.



9. Heart misgave me.
 10. Giving hard time.
 11. Dying with shame.
 12. Take to task.

11. C

Exercise XXXVII

12. C

1.oundau...
 2. Political atmosphere.
 3. Turbid.
 4. Political chessboard,
 5. Clear ; manifest.
 6. Political crisis.
 7. Poisonous.
 8. Diagnosis.
 9. Spleen.
 10. Recitation,
 11. Talks tall.
 12. Takes offence.
 13. To humour , to ditto.
 14. Caprice.
 15. Hanky—panky ; underhand dealing

13. I

14. J

15. C

16.

17.

Exercise XXXVIII.

1. Stroke of pen.
 2. Knocking about.
 3. Meanest.
 4. So thick-headed ; obtuse.
 5. Such a palpable thing—
 6. To shilly-shally.
 7. Knocks (n)

1.

2.

3.

4.

5.

8. Revealing.
9. Was exposed.
10. An eyesore.
11. To crush.
12. Nothing succeeds like success.
13. There are men and men.
14. Creation.
15. Pinch of snuff.
16. Relief.
17. Purge.

Exercise XXXIX.

1. Nature intends.
2. Fruit.
3. Discipline—
4. At random—Beat about the bush.
5. Incidentally.
6. Desultorily ; Any how.
7. Storm is brewing.
8. Close Examination.
9. To pamper.

Exercise XL.

1. Difficult.
2. Culture.
3. Early life.
4. Rankling.
5. Seized the opportunity eagerly. (Don't say
“caught the”)

6. Will come true.
7. Intermittent fever.
8. Bound me over to secrecy.
9. Took me into confidence.

Exercise XLI.

1. Free atmosphere.
2. Checks ; restrictions.
3. Inquiring spirit.
4. Gradually.
5. To talk ill behind one's back.
6. To one's face.
7. Humiliated.
8. Sad tale ; tedious long account.
9. Poison one's ears.
10. Pandemonium.

Exercise XLII.

1. Supported.
2. Studded with.
3. The whole of the temple ; the whole interior.
4. Time of devotion or prayer.
5. The choir was composed of three hundred men.
6. Shave.
7. Peacefully.
8. Turn over or up.
9. Cinders.
10. Mines.
11. Rows.
12. Scales.

13. Toes (not " fingers ")
14. Web—membrane covering them.

Exercise XLIII.

1. Promising.
2. Cold sighs.
3. Bore fruit.
4. Accountants.
5. Tidiness.
6. Duties.
7. Departments.
8. Presently, Sir ; Don't be impatient, Sir.
9. Stage ; post.
10. Urging his pony on by his clucks.
11. Hire.
12. Pony.
13. I repent.
14. Come to blows.
15. Nonsense.
16. Big boast, little roast ; (Here) slow of speed.
17. Good only in appearance.

1928. Exercise XLIV.

1. Custodians of Dharm or Faith.
2. Counsel.
3. Tribute.
4. Detain.
5. To keep one's word.
6. Carried no force or weight ; were helpless.

S
ec
ed

11. Circ
L
S
12. Co
C
13. Le
g
n

7. Make lots of money.
 8. Made merry.
 9. To talk lightly (in this context alone) or frivolously.
 10. It's all very well for us ; we shall have a happy time.
 11. Make a lot.
 12. Chest.
 13. Stroking his moustache.

1929. Exercisc XLV.

14. Ld
d
15. O
a
16. E

C
G
C
I

1. It is a pity.
 2. Fixed.
 3. Generally they don't mind it.
 4. It is no wonder that we should complain of.... such digestive troubles as wind or indigestion.....
 5. Usual greetings.
 6. Without much care.
 7. I am ruined.
 8. It matters little to you.

1930. Exercise XLVI

1.
2.
3.
4.
5.
3.
4.
5.

1. Lovely features.
 2. Fond of.
 3. Recovered himself ; composed himself.
 4. Youth is intoxicating.
 5. Ill-omened.
 6. Not to speak of ; Apart.

1931.

Exercise XLVII

1. Not a wink.
2. Active ; agile.
3. Honour you.
4. Prevention is better than cure.

1931 Compartiment Exercise XLVIII

1. Boar.
2. To frighten ; to intimidate.
3. Roots and plants.
4. Vines.
5. Uprooted.
6. Scared away,
7. I am no match for you.

1932.

Exercise XLIX

1. Tibetans.
2. Human race.
3. High cheek—bones.
4. Higher ranks.
5. Fair.
6. Suppleness.
7. Strength.
8. Cannot contain themselves with joy

1933.

Exercise L

1. Worth fighting.
2. To confront ; to face.
3. Sappers.

11. C
 4. Undermine—sap.
 5. Spare.
 6. No, thanks.
 7. He. (not 'they')

1933 Compartment. LI

12. C
 1. Caliph.
 13. L
 2. Astrologer.
 3. Wretched fellow.
 14. I
 4. The Caliph was stunned
 5. Renounced.
 15. C
 6. Knocked about.
 7. Cannot distinguish between...
 8. Gone crazy.

16. 1934

17. (a) 1. One feels so queer.
 18. 2. 112 temperature.
 19. 3. Delivered from
 20. 4. Conspire to—
 5. Atmosphere,
 6. Indeed.
 7. Present lot.
 (b) 8. Inside out or the seamy side.
 9. Seam.
 10. Shuffle.
 11. Deal.
 12. At leisure.

Proverbs and Expressions.

- (1) To fret uselessly.
- (2) To pursue relentlessly ; to persecute.
- (3) To tease ; to harass.
- (4) My foot my tutor.
- (5) Any how ; by hook or by crook.
- (6) To treat all without distinction.
- (7) To be fastidious ; to be over-nice.
- (8) An old man acting like a child ; to be haughtily independent.
- (9) To enliven wilderness.
- (10) To humiliate.
- (11) After a great difficulty:
- 12—*a*) To be an encumbrance.
- (12) To be discomfited ; to be silent with humiliati on.
- (13) Come what may.
- (14) Selfish friends aim at their own good.
- (15) To have one's bread buttered on both sides.
- (16) Not to complain at all.
- (17) Justice and peace reign.
- (18) Every trader cries up his own goods.
- (19) Futile promises.
- (20) No sooner resolved than accomplished.
- (21) Even a worm will turn.
- (22) To talk tall without worth.
- (23) Guilty conscience betrays itself.
- (24) Nearer the church, farther from God.
- (25) A clod-poll, Block-head.
- (26) Something is bette than nothing.

11. (27) To teach a lesson.
 (28) To remain in a constantly dull state.
 (29) Distance lends enchantment to the view.
 (30) To bring to a complete ruin.

12. 19 (31) A wolf in sheep's clothing.
 (32) To fall in anyone's estimation.
 (33) To woe oneself.
 (34) Curst cows have short horns.
 (35) To act foolishly ; to talk irrelevantly.

13. (36) A hard-hearted man cannot feel for others.
 (37) Knock and it ... be opened ; don't ask, don't have.

14. (38) Union is strength.
 (39) To lose one's wits.

15. (40) To pass through various difficulties ; to be a Jack of many trades.

16. (a) 1 (41) To raise an uproar.
 18. (42) To be vainly conceited.

19. (43) To be jubilant.
 20. (44) To mislead ; to give wrong advice.
 (45) An evil day cannot be postponed.
 (46) To have to deal with.
 (47) To be panic-stricken,
 (b) 8 (48) To show airs ; to indulge in affectations.

1. 9 (49) To play mischief : to tease.
 2. 10 (50) To use honeyed words ; to cajole.
 3. 11 (51) To have one's hands full.
 4. 12 (52) No shame in acting lawfully.
 5. (53) To raze.

- (54) To dupe.
- (55) To attempt an impossibility.
- (56) To lead one by the nose.
- (57) You can have no voice here.
- (58) To be confounded.
- (59) Come what may.
- (60) Exercise is the panacea and it costs nothing.
- (61) Beware ! do not repeat this act.
- '62) They have thier only support in their only son or in God.
- (63) Repent of your sins and forget the past.
- (64) He reproached me, but it was I who bore it patiently.
- (65) Well Sir, this wretch keeps complaining ; let him.
- (66) Why do you brag ! I know you descent well.
- (67) I recognise you as an excellent wrestler, but you have not a grain of wisdom.
- (68) Don't brag me into this dispute. I wish to remain aloof.
- (69) Oh ! it is pitch dark ; one cannot see one's own hand.
- (70) Just cast a look ! What a glorious sight does the starry heaven offer.
- (71) He heaped curses upon me.
- (72) To look with rage.
- (73) To back-bite.
- (74) To deny down-right ; to express astonishment.
- (75) To sell quickly.